



**Walden University**  
**ScholarWorks**

---

Walden Dissertations and Doctoral Studies

Walden Dissertations and Doctoral Studies  
Collection

---

2015

# Retention in Nursing Programs: Factors Contributing to the Success of ESL Students

Patience Jegbefu Mbulu  
*Walden University*

Follow this and additional works at: <https://scholarworks.waldenu.edu/dissertations>



Part of the [Nursing Commons](#), and the [Teacher Education and Professional Development Commons](#)

---

This Dissertation is brought to you for free and open access by the Walden Dissertations and Doctoral Studies Collection at ScholarWorks. It has been accepted for inclusion in Walden Dissertations and Doctoral Studies by an authorized administrator of ScholarWorks. For more information, please contact [ScholarWorks@waldenu.edu](mailto:ScholarWorks@waldenu.edu).

# Walden University

## COLLEGE OF EDUCATION

This is to certify that the doctoral study by

Patience Mbulu

has been found to be complete and satisfactory in all respects,  
and that any and all revisions required by  
the review committee have been made.

### Review Committee

Dr. Mari Tinney, Committee Chairperson, Education Faculty

Dr. Jean Sorrell, Committee Member, Education Faculty

Dr. Mohamed Tazari, University Reviewer, Education Faculty

Chief Academic Officer

Eric Riedel, Ph.D.

Walden University  
2015

Abstract

Retention in Nursing Programs: Factors Contributing to the Success of ESL Students

by

Patience Jegbefu Mbulu

MS, University of Maryland, 2008

BSN, University of Maryland, 2005

Doctoral Study Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Education

Walden University

August 2015

## Abstract

The problem addressed in this project is the high attrition rate among English as Second Language (ESL) students in a local community college associate degree nursing program. If the retention problem is addressed, the increase in the number of ESL nursing student graduates could result in a more diverse nursing workforce, reflecting the diversity of the community. The purpose of this study was to examine student and faculty views regarding factors that contribute to the academic success and retention of ESL students. To that end, a qualitative case study approach was used, guided by the theoretical frameworks of Cummins's contextual interaction theory and Freire's and Mezirow's transformational learning theory. By using purposeful sampling, 8 ESL students and 5 faculty members were interviewed in both structured and unstructured interviews. The data were decoded using Nvivo computer software to establish themes and categories for analysis. The themes pointed to faculty lacking: (a) cultural awareness and sensitivity, (b) knowledge of the academic needs of ESL students, (c) knowledge of teaching strategies to accommodate the learning of ESL students, and (d) skills to prepare ESL students for what to expect. The findings led to creating a professional development workshop for faculty and led to recommending that the director and dean of the nursing program make it mandatory for faculty to continue their education on skills to improve academic success of ESL students. The findings suggest administrators should make cultural awareness competency compulsory. These efforts and faculty training may result in broader positive social change for ESL students and faculty, administrators, and the community, improving the number of graduating nurses to serve a diverse patient population.

Retention in Nursing Program: Factors Contributing to the Success of ESL Students  
by

Patience Jegbefu Mbulu

MS, University of Maryland, 2008

BSN, University of Maryland, 2005

Doctoral Study Submitted in Partial Fulfillment  
of the Requirements for the Degree of  
Doctor of Education

Walden University

August 2015

## Dedication

To the memory of my Father, Omoluyi Agbi, who showed me how a lady ought to be treated. To my mother, Oseikpo Agbi, who had no education but ensured I receive one so I could read letters from her siblings to her. To my brother, Wilson Ebo who paved the way for me to come to the U.S.A. To my older sister, Mercy Agbi, the best sister anyone could ask for.

## Acknowledgments

My sincere gratitude to my wonderful family, my husband Christian, my daughter Ifeoma, and my son Emeka for all the encouragement, understanding, support, patience, and the hard work they put in to help me achieve this dream. Dr. Mari Vawn Tinney, my committee chair, I will forever be grateful for your guidance, encouragement, support, and for sharing your wealth of knowledge with me. Dr. Jean Sorrell, I am enormously grateful for your consistent encouraging feedback and for sharing your wealth of knowledge with me. Dr. Mohamed Tazari, I appreciate your excellent help with my dissertation process. To Sybil Barnaby and Earl Black, thanks for constantly reminding me that every doctoral degree holder went through the same process. I would also like to thank the Director of nursing, Barbara Nubile, Dean Angie Pickwick, Dianna Matthews, Diane Barberesi, and Mary Hartig for their support.

## Table of Contents

List of Tables .....	v
List of Figures .....	vi
Section 1: The Problem.....	1
Introduction.....	1
Definition of the Problem .....	5
Rationale .....	10
Evidence of the Problem at the Local Level .....	10
Evidence of the Problem From the Professional Literature .....	12
Definitions.....	13
Significance.....	13
Guiding/Research Question .....	14
Review of the Literature .....	15
Search Strategies .....	15
Findings From Literature and Models That Guided This Project.....	17
Experiential Learning Theory .....	22
Theoretical Frameworks for Second Language Acquisition Models and Conceptual Tools .....	23
Specially Designed Academic Instruction in English (SDAIE) .....	24
Cognitive Academic Language Learning Approach (CALLA) Model .....	24
Sheltered Instruction Observation Protocol (SIOP).....	25
NURS Model .....	25



Contributing Factors to the Lack of Academic Success Among ESL	
Students in Nursing Program .....	26
Conceptual Framework for the Research Approach .....	27
Interventions to Improve Academic Performance of ESL Nursing Students .....	28
Implications.....	31
Summary .....	32
Qualitative Research Design and Approach .....	34
Participants.....	36
Data Collection Methods .....	41
Data Analysis and Qualitative Results.....	42
The Findings and Themes .....	47
Project Outcomes .....	54
Section 3: The Project.....	75
Introduction.....	75
Description and Goals .....	76
Rationale .....	79
Review of the Literature .....	82
Improvement of Faculty Cultural Awareness and Sensitivity .....	85
Improvement of Faculty Knowledge and Lesson Planning Skills.....	91
Implementation .....	95
Potential Barriers .....	97
Workshop Implementation and Timetable.....	97
Roles and Responsibilities of Student and Others .....	100

Project Evaluation .....	101
Implications for Social Change .....	101
Local Community .....	101
Far-Reaching: How Might these Findings Be Important in the Larger Context? .....	103
Conclusion .....	104
Section 4: Reflection and Conclusions .....	105
Six Stages of DMIS Model as Described by Bennett .....	108
Recommendations for Remediation of Limitations .....	112
Scholarship .....	113
Project Development and Evaluation .....	114
Leadership and Change .....	115
Analysis of Self as Scholar .....	116
What I Learned about Myself as a Scholar .....	117
Analysis of Self as Practitioner .....	118
Analysis of Self as Project Developer .....	119
The Project's Potential Impact on Social Change .....	120
Implications, Applications, and Directions for Future Research .....	122
Applications to the Educational Field and Implications for Future Research .....	125
Conclusion .....	126
Appendix A: The Project .....	150
Appendix B: Dean's Email Communication with Faculty and Staff .....	224
Appendix C: Interview Questions for ESL Students .....	226

Appendix D: Interview Questions for Faculty.....	227
Appendix E: Consent Form for Faculty Members.....	228
Appendix F: Consent Form for ESL Students .....	231
Appendix G: Letter to Potential Participants .....	234
Appendix H: Consent Letter to the Dean and Administrator for Permission to Conduct Research .....	235
Appendix I: Pre-workshop Self-Assessment of Cultural Sensitivity.....	236

## List of Tables

Table 1	Distribution, by Race/Ethnicity for U.S., State, County, College, Campuses, Nursing Program .....	8
Table 2	Faculty Themes and Relationship to Research Questions .....	52
Table 3	ESL Students Themes and Relationship to Research Questions .....	53

## List of Figures

Figure 1. Concept map of themes from ESL students.. ..	50
Figure 2. Concept map of themes from faculty.....	51

## Section 1: The Problem

### Introduction

The term *community college* was first used in 1947 to describe a two-year higher education program dedicated to adults (Kozier, Erb, Blais & Wilkinson, 1995). Prior to this time, community colleges were called people's colleges or democracy colleges, appropriately named for the crucial role community colleges played in the education of underserved student populations (Kozier et al., 1995). The goal was to meet the educational needs of the nontraditional student population (Staykova, 2012). Community colleges have since become a huge supplier of new graduate students in various fields, including the field of nursing (Staykova, 2012).

As with any competitive professional degree program, the nursing program at the study's research site community college posed many challenges to both the native English-speaking (ES) students and English as Second Language (ESL) students. In this project, ESL students were students who were currently residing in the United States but had been born and raised in homes where languages other than the English language were spoken as the first language. These also included immigrants, children of immigrants, international students, and foreign exchange students whose first language was not English (Choi, 2005; Lynch & Hanson, 2011).

The challenges of managing the college workload, personal issues, adjusting to new academic English, and adjusting to new learning situations, such as how to take multiple choice tests, have had negative effects on the academic outcomes for the ESL student population (Jeong et al., 2010). This was evident in the increased attrition rate among ESL students, which has resulted in fewer ESL students graduating from the local

community college nursing program. This trend was the focus of this study project. In order to understand the factors and struggles that led to ESL student attrition in this nursing program and elsewhere, it was important to understand the main origin of the increased population of ESL students in the United States. It was also crucial to touch on the origin of nursing, as well as the increased demands ESL students have placed on nursing faculties who have not been trained to teach the ESL population. When discussing the origin of the nursing profession, it was important that the contributions of Florence Nightingale, a pioneer in the field of nursing be included (Kozier et al., 1995).

Florence Nightingale, founder of modern nursing philosophy, created the official national training program for nurses in 1860 in an attempt to provide care for the underprivileged, in an environment, that was constantly changing (Kozier et al., 1995). After the American Civil War (1861-65), nurses gained more respect and were recognized for the care they provided for the soldiers and their families (Kozier et al., 1995). In the post-Civil War period, schools of nursing with planned educational programs were founded (Kozier et al., 1995). The establishment of the first nursing classes later followed on the college level at Teachers College in New York City, in 1920, in an effort to teach nurses to be educators (Kozier et al., 1995; Potter & Perry, 2009). Nursing schools were officially granted college level accreditation in the 1920s and have since continued to contribute to educating diverse student populations as intended by Florence Nightingale (Kozier et al., 1995).

Naidoo (2010) noted that in the last 13 years globalization's increased influence was integral to preparing versatile nurses for the 21<sup>st</sup>-century working environment. Although the definition of globalization varied among researchers, one thing that was

unanimously agreed upon was that globalization was central to the continuous and steady increase in the number of ESL students in community colleges (Naidoo, 2010). In this paper, *globalization* is defined as “a movement of economic integration, of cultural homogenization, and of technological uniformization” (Merriam, Caffarella, & Baumgartner, 2007, p.11). Globalization brought movement of people along with their various cultures from country to country for economic opportunity (Merriam et al., 2007). The origin of globalization was described as follows:

Since the 1980s, the term globalization has been used to reflect the increasing integration of economies around the world, particularly through trade and the flow of finances. In addition to finances, this “flow” also includes the movement of people and information. (Merriam et al., 2007, p.11)

Globalization resulted in the opportunity for students to go to other countries in pursuit of better educational opportunities. The opportunity to go to other countries to study also led to the increase in multicultural learning institutions (Merriam et al., 2007). Furthermore, globalization increased the movement of ideas because they were brought by the migrating people. Merriam et al. (2007) emphasized, “Before globalization and the market economy, higher education was a local enterprise serving a predominantly local or national constituency” (p. 22). With globalization, the constituency served was often international, so along with bringing economic benefits, globalization also created challenges particularly for higher education institutions (Merriam, Courtenay, & Cervero, 2006). The economic success of any nation depended largely on several factors, one of which was cultural diversity. For this reason, it was important that cultural diversity be a consideration when developing educational programs (Merriam et al., 2006).



Merriam et al. (2006) stated that the United States was one of the nations most affected by globalization. The educational and healthcare consequences of globalization were as significant as the economic consequences (Merriam et al., 2007). As globalization continued to advance, universities and colleges were forced to reexamine their policies, procedures, and programs in order to represent the diverse student population and make appropriate pedagogical changes (Hanson, 2010). The cost of the health issues arising from globalization was significant; it was not only expensive but may have been costly in human lives because with the movement of people from other cultures to the United States came diseases and illnesses that were common in various ethnic groups (Pappas, Hyder & Akhter, 2003).

International education challenges weighed more heavily on community colleges than on four-year universities for several reasons (Staykova, 2012). One reason was that community colleges were more affordable for foreign students (Staykova, 2012). This allows community colleges, such as the community college of focus in this doctoral project, to admit a high volume of ESL students. With increased globalization and international education, most universities and colleges in the United States continued to see an increase in the ESL population (Naidoo, 2010). The community college that was at the center of this study is an example of the steady growth in diversity seen in student populations. According to its dean of nursing, over the past few years this community college accommodated approximately 27,000 ESL students (personal communication, May, 2010).

For the purpose of this project, *ESL students* is defined as those whose native language is not English. This section of the doctoral project will address: (a) the major

problem of lack of retention of ESL students in the local community college nursing program; (b) why this problem is an issue in the field of nursing education; and (c) the effects this problem has on ESL students, faculty, the nursing program, and the larger community.

### **Definition of the Problem**

The community college chosen for this study is a public college with several campuses in various locations in a single metropolitan area. The college has an open enrollment policy and has maintained a steady growth in diversity of the student population. A summary of the nursing program self-study report sent to faculty through email by the director of nursing revealed that the college provided education for about 60,000 students annually; approximately 170 countries were represented (personal communication, August 20, 2010). According to the summary, about 47% of the people in the county in which this college is located were not American-born individuals (personal communication, August 20, 2010). Despite this fact, there is a lack of retention of ESL students in the nursing program. In the data released by the college for 2011 and 2012, the college's distribution, by campus, was compared to this nursing program, and the gap between the retention rate of native English speaking students and the ESL students was significant (personal communication May 12, 2012). The retention of ESL students may be a result of the lack of training for faculty in teaching ESL students and a lack of learning support for those students on how to adapt to using American academic English and the expectations of pedagogy used in American classrooms.

Rather than providing faculty with the needed training for teaching ESL students to improve retention, the requirements for admission into the nursing program were

significantly changed in the spring of 2010 (personal communication, November 2010). In fact, the cut score for the Test of Essential Academic Skills (TEAS), which had been the major determining factor for admission into the program, was raised after 2009 to a higher cut score for admission in 2010 (personal communication, May 2010). As a result, the American academic English section of the TEAS passing score increased, making it even more difficult for ESL students to achieve, and making native English-speaking students even more favored. The dean of nursing noted in an email to faculty that the number of ESL students had decreased further by the fall of 2010 (personal communication, November 2010). As a faculty member, I observed a shift in student demography in classrooms and hallways of the nursing program by the spring 2012. The nursing student population represented the diversity of the community in the past, but an email from the dean of nursing revealed that more recently the number of native English speaking students had become higher in the college, and no longer represented the diverse community (personal communication, February 4, 2013).

The latest data that were released regarding the nursing program in February of 2013, based on the fall semester of 2012 enrollments, reflected the visible shift in demographics. The data compiled on the nursing program were not only compared to the entire student population but also to the state, county, and national demographical data. Refer to Table 1 for a reflective analysis of the numerical data collected.

For the purpose of this study, the data on county, campus, and the nursing program will be briefly discussed. In the demographic distribution, ESL students of African origin and the diaspora did not appear to be represented in the distribution shown in Table 1. The response for the lack of representation was that the African and diaspora

student populations were grouped together under African American (personal communication, May 12, 2013). The distribution (see Table 1) showed that 49% of the county population was White, 20% of the student population in this particular campus was White, and 43% of the student population in the nursing program was White, while the location of this campus is in a very diverse part of a metropolitan area (personal communication, May 12, 2013). In the county the population of African Americans was 17% while the population of African Americans in this campus was 48%, but in the nursing program African Americans were merely 20% (including African and the diaspora). The number of people of Asian descent in the county was 14%, on campus 14%, and 9% in the nursing program (Table 1) (personal communication, May 12, 2013).

The reliability of this data in Table 1 was questionable because the diversity in the student population in this nursing program was not adequately represented, and as a result, it will be difficult to determine the actual number of African-American, African, and diaspora students who should have been shown as separate populations. The lack of accurate demographic data on the ESL student population in the nursing program also will pose challenges to faculty in developing teaching material that would accommodate ESL students. If there is no accurate record of the ESL students in the nursing program, it poses challenges to the faculty's awareness of the problem and to their efficient development of appropriate teaching and evaluation methods (personal communication, November 8, 2012). This lack of information has further contributed to the increase in attrition among ESL students.

Table 1

*Distribution, by Race/Ethnicity for U.S., State, County, College, Campuses, Nursing Program*

Race/Ethnicity	United States	State	County	The College	Campus w/ Nursing	Nursing Program
White	78%	61%	49%	31%	20%	43%
African-American	13%	31%	17%	31%	48%	20%
Asian	6%	5%	14%	14%	9%	20%
Hispanic	17%	8%	13%	13%	12%	8%
Native American	1%	0%	0%	0%	0%	0%
Multi-Race	3%	3%	3%	12%	10%	9%

*Note.* The distribution of the data was categorized by race and ethnicity (personal communication, February 5, 2013). See Appendix B.

Aside from the college's diversity not being represented in the nursing program, when additional data were requested to support this study, it was uncovered that the nursing program administration had not been tracking the amount of ESL students throughout the program. Furthermore, the administration had only recently initiated a process for compiling such data (personal communication, May 12, 2012).

Other contributing factors to the attrition rate could be related to the problems faculty members were having with teaching ESL students. These problems included: (a) faculty who were naïve to the prior learning experiences and cultural backgrounds of ESL students, where they lived before, and the differences between the native English speaking students and the ESL students; (b) faculty who were naïve to the relationship between culture and learning; and (c) faculty who lacked knowledge on strategies to develop and present learning materials to a diverse student population. Because of this, faculty will need further education on intercultural competency, on the importance of

prior learning experience in pedagogy, and on teaching strategies (Bronwynne, 2008; Gilchrist & Rector, 2007; Rocha-Tracy, 2009; Wilson, McKinney & Rapata-Hanning, 2011).

This retention problem of ESL students is an issue found not only in the local nursing program, but also nationally. According to the 2013 report from the Department of Health and Human Services, only approximately 12% of registered nurses in the United States were foreign born (Health Resources and Service Association [HRSA], 2013). The Institute of Medicine (IOM) agreed in its 2011 report that increasing diversity in the field of nursing should be made a priority. According to Wilson et al. (2011), registered nurses contributed to the health and well being of society, and the shortage of nurses, whether White or from diverse populations, added to healthcare crises in a community and the country as a whole. The IOM recommended that nursing programs and schools should put forth all efforts to increase diversity among nursing students who were enrolled. This increase led to increased diversity in the nursing profession and a nursing workforce fully equipped to meet the needs of the diverse population that existed in the United States today (HRSA, 2013).

Although the nursing profession constituted the largest workforce in the healthcare industry, minority nurses were not adequately represented, and as a result, the U.S. nursing field was not a reflection of diversity at the national level (Loftin, Newmans, Dumas, Gilden & Bond, 2012). In 2008, minorities made up 37% of the U.S. population, but only 16.8% of minorities were registered nurses (Loftin et al., 2012). A report from HRSA on the American Community survey of 2008-2010, found that Caucasians in the United States dominated the nursing profession, representing 75.4% (HRSA, 2013).

The problem that is addressed in this project is the following: although this community college nursing program allocates the necessary resources for increasing the admission of ESL students into the program, the gap in practice at this college in keeping the ESL students in the program has not been very successful; therefore, the amount of recruitment was rendered insignificant by the high attrition rate. Higher attrition among ESL students in this nursing program has posed and continues to pose many problems that could affect the society at macro, meso, and micro levels. The dean of the nursing school announced that this nursing program had contributed significantly to the number of nursing graduates situated to provide healthcare services for those who resided in the community immediate to the college, in the state, and on the national level (personal communication, May, 2010). In order to meet the healthcare needs of a diverse population, strategies to improve the retention of ESL students must be created. This project investigated factors that influence retention of ESL students in this local community college nursing program. Findings from this investigation were used to develop a project to enhance retention of ESL students, which may include training for both the students and faculty. The training may include specific teaching strategies for teaching ESL students as well as learning strategies for ESL students who may improve their retention.

### **Rationale**

#### **Evidence of the Problem at the Local Level**

Preliminary data from the coordinator in the department of institutional research and analysis indicated that many of these ESL nursing students struggled to successfully complete coursework, consequently resulting in higher attrition rates among this student

population (Coordinator, personal communication, September 27, 2012). In the spring semester of 2012, 287 native English-speaking students graduated from the nursing program while 68 non-American students graduated. Approximately 301 of these new graduates took the National Council Licensure Examination for the Registered Nurse (NCLEX-RN), and 76.8% native English-speaking (ES) students passed this examination, compared to 23% of non-American students (Coordinator, personal communication, May 06, 2013).

A conversation with the coordinator of the retention/enrichment program at the community college revealed that although a retention program was in place in the local setting, a study had not been conducted on the ESL student population prior to the creation of this program (personal communication, November 8, 2012). During the discussion, the coordinator indicated that the retention program was not created solely with the ESL students in mind. Instead, the initial intention was for the retention program to provide support for all the students who were in need of additional help. While most of those students needing help were ESL students, after three years, there was still no part of the retention program dedicated to ESL students. Increased attrition continued to exist among the ESL students in this local community college (personal communication, 2013). To read the personal communication between the dean of nursing and the faculty, go to Appendix B: Dean's Email Communication with Faculty and Staff for a clearer understanding of the magnitude of the attrition of ESL students' issues in this nursing program (Dean, personal communication, February 04, 2013).

A review of the literature revealed that attrition among ESL students was not limited to this nursing program; there was also agreement among researchers that a well



thought out program specifically for ESL students would increase retention of them (Brown, 2008; Campbell, 2008; Walker et al., 2011). A research study was overdue in this learning environment, and the findings can be a guide in the establishment of an intervention that could improve the performance of this student population and its retention level. One of the arguments in this project is that strictly attempting to assist ESL students to understand course content is not enough to facilitate the success of these students. A cohesive collaborative effort of educators who will be proactive and knowledgeable about ESL students' barriers to success could pave the way for successful outcomes for these students. Jeong et al. (2011) noted that the first step in addressing the needs of the educators and ESL students was to assess the cultural awareness of the faculty and the knowledge they possessed relating to the challenges faced by ESL students.

### **Evidence of the Problem From the Professional Literature**

In discussing the steady increase in diversity in nursing programs and the challenges that it posed for educators, education scholars emphasized that the increasingly diverse student population should be encouraged and supported, since a diverse nursing workforce would enhance the quality and holistic care that were crucial in meeting the needs of the increasingly diverse population in the United States as well as the entire North America region (Brown, 2008; Campbell, 2008; Lancellotti, 2008; Staykova, 2012). According to Brown (2008), the gap between the native English-speaking students and ESL students in the NCLEX-RN was pronounced when the pass rates of the two groups were compared. Native English speaking students have a pass rate of 67.7% compared to 33.3% for ESL students (Brown, 2008).

## **Definitions**

*Cognitive language learning academic (CALLA) model:* Facilitates the inclusion of prior learning experiences into present learning, to enhance learning (Cubukcu, 2008).

*English as second language students:* Students who use languages that are spoken as a first language other than the English language. These students may be born in the United States or Canada, or other English-speaking countries, or may be international students (Choi, 2005; Lynch & Hanson, 2011).

*Experiential learning theory:* "... the process whereby knowledge is created through transformation of experience" (Knowles, Holton, & Swanson, 2011, p. 195).

*Macro:* The entire country as a whole, or national, level (Brown, 2008).

*Meso:* The state level (Brown, 2008).

*NURS model:* This is used to assess elements that affect the retention and success of nontraditional nursing students (Jeffreys, 2012).

*Specially designed academic instruction in English (SDAIE) model:* Supports educators with assisting ESL students to transit from learning in their first language to learning in America academic English (Johansen, 1998).

*Sheltered instruction observation protocol (SIOP) model:* This model enhances the knowledge of educators who are involved in teaching ESL students, with emphasis on the importance of culture and language in learning (Echevarria, Vogt & Short, 2013).

*Transformative learning theory:* Theory of diverse learners achieving transformation based on sharing experiences. (Merriam et al., 2006).

## **Significance**

Lower retention of ESL students in this community college nursing program has posed many problems that could affect the society at macro, meso, and micro levels.

Registered nurses have contributed to the health and well-being of society, and a shortage of nurses would contribute to healthcare crises in the community and the country as a whole. On both macro (national) and meso (local or community) levels, Brown (2008) agreed that there are a disproportionately small number of minority nurses available to provide the needed care for patients of their own races and ethnic backgrounds in the United States (Hanson, 2010).

### **Guiding/Research Question**

Understanding the factors that will influence faculty support for ESL students and factors that will influence academic performance of ESL students will be a crucial step in the establishment of a program that will improve the academic performance and retention of this student population and thus will improve overall retention in our college's nursing program. The purpose of this study was to examine the perceptions of students and faculty regarding factors that affect retention and academic success of ESL students in the local community college nursing program. The question that guided this study is as follows: What factors do ESL students and faculty attribute to the academic success and retention of ESL students in their community college nursing program? The related subquestions were as follows:

1. How do ESL students in this nursing program perceive the academic support and resources from this nursing program?
2. How does the faculty in this nursing program perceive faculty knowledge and understanding of the academic needs of ESL students in this nursing program?

## **Review of the Literature**

### **Search Strategies**

Various search terms and databases were used to locate articles relating to this research topic. An extensive search was conducted using terms such as attrition in ESL students in nursing program, education and ESL students, at risk students in nursing program, global health, social transformation, strategies to improve learning of ESL students, international students in English speaking nursing school, factors contributing to academic outcome of foreign students, improving retention of ESL students in nursing school, international students and adult learners in primarily English learning environment, instructional methods for ESL students, ESL students and higher education, transformational learning, ESL students and academic success, educators in diverse learning environment, professional development for instructor of ESL students, ESL, learning theory for ESL learners, adult learning theory, ESL students and mentorship in nursing program, teaching strategies that motivate ESL students, cross cultural learning, attrition among ESL students in community college nursing program, and experiential learning. These terms were used to guide the search in multidisciplinary and education databases. The precise databases used were from educational databases ERIC, Research Complete, and SAGE; from the multidisciplinary database ProQuest Central; and nursing and health databases CINAHL PLUS, MEDLINE, CINAHL and MEDLINE, and Ovid Nursing Journals. After using these terms in various combinations, it was established that the search results began to produce the same articles. To ensure that full saturation had been reached, the reference list of each relevant article was examined to locate any additional resources.

The literature relevant to this study was critically reviewed and analyzed to gain an in-depth understanding of factors contributing to the academic success of and challenges faced by ESL students, as perceived by ESL students and faculty. This section includes a presentation of all theories and models that guided this study and the literature related to factors contributing to ESL students' academic success. In addition, the following part reports current strategies used in addressing these challenges at other higher learning institutions. The in-depth review of literature revealed the following:

1. Adequate support from the college or university plays a significant role in the academic success of ESL students (Brown, 2008).
2. There is need for further research on how American universities and colleges could work with ESL student populations to improve their academic success (Mclachlan & Justices, 2009, p.32).
3. There are limitations in previous research related to inadequate numbers of participants in the studies or lack of a heterogeneous ESL sample (Wang, Singh, Bird, & Ives, 2008).
4. There is a need for research-guided teaching practices that would provide clearer guidance to the ESL students in the nursing program and to the nursing educators through professional development programs. A professional development program that would facilitate ESL students' learning and practice is one that will prepare the educators to be more proactive in applying best practice ESL teaching methods combined with cultural sensitivity and cultural competency methods (Evans, 2008, p. 216).

## **Findings From Literature and Models That Guided This Project**

The issue related to retention and how to support students in their new environment has been the focus of educational researchers. For related theoretical frameworks to this issue educational researchers offered many theories for second language acquisition and for transforming students and faculty in the classroom. I used two theories to guide this study: transformative learning theories (TLT) of Freire's and Mezirow's as well as Cummins' (1981) contextual interaction theory. Other experiential learning theories that informed this project are those by Furnham (1994), Bennett (1993), and Mezirow (1990). Cummins' theories inform faculty of different models which promote successful classroom practices. Other experiential learning models that will inform this project will be the CALLA model (Cubukcu, 2008; Jurkovic, 2010), SDAIE model (Cline & Neoechea, 2003; Johansen, 1998), the SIOP model (Echevarria et al., 2013), Jeffreys' NURS model (Jeffreys, 2012), and Intercultural Communication (Bennett, 1998). These models provided opportunities for active learning designed for group participation and experiential learning. Cummins' contextual interaction theory laid a good foundation for SDAIE and SIOP models, and both of these teach educators how to develop content based on learners' language acquisition. These theories and models have been successfully implemented in various educational institutions as well as in business environments (Reed & Railsback, 2003; Lavadenz, 2011). Mezirow's (1990), Bennett's (1993), and Furnham's (1994), theories have shed light on the connection between culture and learning. The transformative learning theories of Mezirow (1990) and Freire (1970), as well as Cummins' (1981) contextual interaction theory will be discussed in the next paragraph.

There are several theorists of transformative learning, such as Mezirow, Daloe, and Boyd (Merriam et al., 2007). These theorists placed emphasis on the individual learner (Merriam et al., 2007). Other transformative learning theorists were those whose focus was on learning and the sociocultural background of the students, which included the social-emancipatory, cultural-spiritual, race-centric, and planetary approaches (Merriam et al., 2007). Freire's (1970) sociocultural perspective of transformative learning, Mezirow's transformative learning theory (TLT), and Cummins' contextual interaction theory will guide this project (Dirkx, 1998; Merriam et al., 2007).

Mezirow's (1991) transformative learning theory was developed from the experiences of white women and the white middle class, where the focus was mainly on individual transformation. "Freire's theory developed from the context of poverty, illiteracy, and oppression and was set in a larger framework of radical social change" (Merriam et al., 2007, p.140; & Dirkx, 1998). Mezirow (2003) reworked the TLT to provide a learning environment that empowered students to achieve their educational dreams while following their values and beliefs instead of merely being guided by other people's ideologies (Hanson, 2010). Freire's and Mezirow's perspectives both saw inclusion of experience as the beginning of establishing transformative learning. Both TLT theorists agreed that an intervention including reflective communication was crucial to the assessment of prior experiences (Dirkx, 1998; Hanson, 2010; & Merriam et al., 2007).

More importantly, Freire (1970) and Mezirow (2003) highlighted teaching practices that included a holistic understanding and engagement of the learners and teachers. Mezirow's theory was signified through change of individual values, beliefs,

and behaviors; Freire extended to engage collective action directly aimed at changing oppressive social structures (Hanson, 2010, p.76). A combination of Freire and Mezirow's perspectives on TLT afforded the important guidance needed for investigating students and faculty perspectives and experiences, and needed for developing pedagogical techniques geared towards the achievement of both faculty and student social transformation (Hanson, 2010; Merriam, 2009). Mezirow's (2003) transformation learning was best as a means for faculty and students to share their perspectives of academic outcomes, cultural perceptions, cultural experiences, and to learn from each other, thereby resulting in transformational experiences.

The perspectives of TLT of Freire's (1970) and Mezirow's (2003) theories have been selected because both have been widely used by scholars in the fields of education and in adult learning environments (Dirkx, 1998; Hanson, 2010; & Merriam, 2009). The two TLTs provided the opportunity for students and faculty to take part in critical reflections, where they could make meaning of experiences that might be applied to current learning experiences (Dirkx, 1998; Hanson, 2010; Merriam, 2009).

Other reasons cited for the frequent use of TLT by educators was to facilitate the sharing of prior experiences, such as cultural experiences, values, beliefs, and assumptions, between faculty and students. Sharing experiences created better understanding among faculty and students, which resulted in the development of teaching strategies that addressed the learning obstacles encountered by ESL students (Hanson, 2010; Merriam, 2009). The information sharing that could be facilitated by TLT here could allow faculty to understand the phases of the ESL students' progress. This understanding could guide faculty in structuring course content. Cummins' contextual



interaction theory will allow the assessment of faculty comprehension of the role of language acquisition in learning in a second language and faculty's ability to provide comprehensible input for their students in the nursing field (Haynes, 2007).

For the reason stated above, Cummins' contextual interaction theory was used as a guide for this study toward understanding faculty perception of how strongly ESL students' proficiency in their primary language have affected the ESL students' learning experience and their need for comprehensible input (Chamot & O'Malley, 1994; Haynes, 2007; Lavadenz, 2011). The conceptual framework used for this project was based on gaining knowledge of the various factors that contribute to academic challenges that are faced by ESL students in primarily ES nursing program classrooms. The focus is to gain an understanding of the skills, knowledge, teaching strategies and methods, and best practices faculty must acquire to meet the needs of ESL students (Lavadenz, 2011). Cummins' (1981) theories on the influence first language had on successful learning in a second language, provided structure for educators to understand the complex link between first language and the ability to learn in a second language (Lavadenz, 2011). Cummins developed five principles to aid educators in understanding the magnitude of the complexity involved in learning English as a second language (Lavadenz, 2011). This was a complex dynamic faced by ESL students in American academic environments. These five principles as described by Lavadenz (2011) are as follows:

Principle 1: Students who speak more than one language are more successful in learning a second language when they are comfortable with primary and second language.

Principle 2: Students are competent in a language when the students are able to effectively communicate in a specific language both for academic and social purposes.

Principle 3: The academic success of second language learners is greatly improved when learners are encouraged to build upon prior learning knowledge with their primary language.

Principle 4: Attainment of competency in a second language and learning in a second language is achieved in a supportive nurturing learning environment.

Principle 5: The perception the educators have of second language learners greatly influences the manner in which educators interact with these students, and affects interaction among students. The academic outcome of a second language learner is largely determined by the interaction between educators and the second language learner.

According to Lavadenz, (2011), Cummins' (1981) theory has significantly changed the instructional methods of ESL classrooms through the differentiation of the two types of language for ESL students: (a) the basic interpersonal communications skills (BICS) and (b) cognitive academic language proficiency (CALP). The achievement of academic language proficiency in a second language was determined by a variety of factors, such as the degree of support from the academic institution and the length of time in the learning environment. Cummins' theory proposed guidelines for educators to create critical thinking and reasoning skills that are comfortable for second language learners while the learners progress in language competency (Reed & Railsback, 2003; Lavadenz, 2011). Cummins' contextual interaction theory (1981) laid a good foundation for SDAIE, CALLA, and SIOP models (Lavadenz, 2011). These models taught educators how to develop content based on learners' language acquisition levels and abilities. Not only did

these models guide the educator, but they also taught the second language learners how to increase their competency in academic second language learning.

Chamot and O'Malley (1994) developed CALLA, which was a module that took Cummins' theory to additional levels of applications. CALLA has components that are similar to Cummins' language acquisition theories. The application of CALLA in the classroom has helped educators to stimulate a higher level of reasoning through a variety of methods and strategies, such as group participation, role play, demonstration, and test taking skills (Reed & Railsback, 2003; Lavadenz, 2011). Cummins' (1981) theory will guide faculty to adapt the curriculum in ways that will make it comprehensible and accessible to ESL students (Lavadenz, 2011). The models of CALLA, SDAIE, and SIOP informed this project in the development of workshop sessions for faculty, and these separate workshops may provide the needed training to enhance teaching and learning.

### **Experiential Learning Theory**

One of the theories that informed this project was the experiential learning theory. Kolb (2011) defined experiential learning as "the process whereby knowledge is created through transformation of experience" (p. 195). Knowles et al., (2011) explained that experiential learning was more than the mere provision of required new knowledge to learners. It was the interaction between this educator and learner during the instructional process that stimulated the reflection of the prior learning experience of this learner. Knowles et al. (2011) further stressed that relating prior learning to the current learning experience to facilitate a more successful learning experience depends on the instructional method applied by the educator.

In various studies, adult learners came into learning environments with a wealth of knowledge from life experiences (Knowles et al., 2011; Merriam et al., 2007). An adult student's learning was enriched by prior knowledge and by exposure to various learning approaches. For these reasons, learning and instructional methods should be guided by the personal experiences of learners. Knowles et al., (2011) emphasized that adult learners often identified and associated their successes and failures with their experiences. Therefore, when these experiences were "ignored or devalued, adults [would] perceive this as rejecting not only their experiences, but rejecting themselves as persons" (Knowles et al., 2011, p. 65). The experiential learning theory will provide the basis for examining students and faculty perceptions.

### **Theoretical Frameworks for Second Language Acquisition Models and Conceptual Tools**

This section of the study outlines some theoretical frameworks that suggested what faculty could use as specific models which were conceptual tools when applied in a classroom in addition to other evidence-based strategies that were effective in teaching and learning English as a second language, or any language as a second language. These frameworks and models, outlined by Cline and Neochea (2003) and Johansen (1998) were crucial in guiding training for faculty on strategies that improve the academic success of ESL students. The models not only informed faculty on these strategies, but some aspects of each model, when applied by faculty and tutors, enhanced the knowledge of ESL students in effectively learning terms and process skills, study skills, and test taking skills in a second language (Cline & Neochea, 2003; Johansen, 1998).

**Specially Designed Academic Instruction in English (SDAIE)**

The Specially Designed Academic Instruction in English (SDAIE) conceptual model was used in many parts of the United States and in other countries in structuring the education of ESL students and diverse learners as well as used to learn other languages. Cline and Neochea (2003) and Johansen (1998) agreed that the SDAIE model aided educators in dealing with cross-cultural issues and in facilitating the transition of ESL students from learning in their primary language to learning in English (Cline & Neochea, 2003; Johansen, 1998). The SDAIE model emphasized that the prior experiences of the ESL learners be included in an environment where safety, support, and respect was paramount. The SDAIE model took a holistic approach to learning by including more elements of best practices in authentic academic tasks in subject area content skills and by making sure that learners' levels and needs were taken into consideration when developing teaching and evaluation methods (Cline & Neochea, 2003; Johansen, 1998). The SDAIE model emphasized that many learning methods and aspects of other models, disciplines, and approaches, such as the multiple intelligence method, be incorporated into teaching to create and promote a student-centered learning environment (Cline & Neochea, 2003; Johansen, 1998). In using SDAIE methods and strategies, the curriculum and objectives remained the same as for traditional classes; only the method of presentation changed.

**Cognitive Academic Language Learning Approach (CALLA) Model**

The Cognitive Academic Language Learning (CALLA) model was critical to this project because of the extra learning strategies the model entails. Mastering a variety of learning strategies will be significant to the ESL students in this nursing program in order

to be successful in the program. The CALLA model was built upon the cognitive theory of learning (Cubukcu, 2008; Jurkovic, 2010). This theory addressed categories of human memory, which are current-memory, short-term memory, and long-term memory. The CALLA model allowed the long-term memories (prior learning experiences) to be stimulated as they interacted with the present learning, which enhanced the student's learning experience (Cubukcu, 2008; Jurkovic, 2010). The learning interaction in the model involved a five-step process, which will be elaborated on later, focusing on preparation, presentation, practice, evaluation, and expansion (Cubukcu, 2008).

### **Sheltered Instruction Observation Protocol (SIOP)**

The Sheltered Instruction Observation Protocol (SIOP) was successfully used throughout the United States to enhance the knowledge of educators who were involved in teaching ESL students; the SIOP model guided the ESL instructors in developing holistic teaching strategies, and any supervisor or other instructor could use the SIOP protocol form to rate the instructor's performance by observing how much of each rubric item was observable in teacher practice during the lesson (Echevarria et al., 2013). Echevarria et al. (2013) made clear that the SIOP teaching method stressed the importance of culture, language, and interaction with the learning environment, and guidance from the educators in facilitating learning. Sheltered Instruction Observation Protocol was developed with the understanding that culture and social environments significantly influence learning (Bastable, 2003; Echevarria, Vogt & Short, 2013).

### **NURS Model**

The NURS model was designed by a registered nurse specifically with the nontraditional (ESL students) in mind and to focus solely on the retention of

nontraditional students in the nursing program (Jeffreys, 2012). The NURS model developed an assessment tool to identify factors contributing to the attrition of ESL students as well as a comprehensive intervention to address the contributing factors (Jeffreys, 2012).

To summarize the literature review, the theoretical and conceptual frameworks that guided this study project to identify best practice factors and strategies from second language acquisition theories and models that have shown results that will increase retention and academic success of ESL students. It is by learning to apply these frameworks in the classroom and in study groups that this nursing program could provide the needed training for faculty and tutors on strategies for effectively improving the retention and academic success of ESL students.

### **Contributing Factors to the Lack of Academic Success Among ESL Students in Nursing Program**

The following will outline identified factors that contributed to the lack of academic success of ESL students in a predominantly English speaking learning environment. Attrition has many contributing factors that may be attributed to the institutions, educators, administrators, or to the ESL students themselves. For example, in discussing a study undertaken to understand the experiences of international students in the United States, Mclachlan (2008) emphasized that the language barrier was a significant contributing factor in whether or not these students succeeded at the higher learning institutions. The lack of English proficiency was also identified as a major obstacle to the success of this student population by many other scholars (Andrade, 2010; Bolderson et al., 2008; Bronwynne, 2008; Evans, 2008; Jeong et al., 2011; McDermott-

Levy, 2011; Palmer, Fanagan, & McParland, 2008; Rocha-Tracy, 2009; Trice 2007; Sanner, Wilson & Samson, 2002; Walker et al., 2011).

Various scholars viewed the feeling of isolation as a contributing factor to the high attrition rate among ESL students in nursing programs (Evans, 2008; Staykova, 2012; Trice, 2007). The lack of mutual respect between ESL students and faculty was another factor that impaired academic success among ESL students (Staykova, 2012). Faculty's lack of cultural sensitivity was identified as a factor in attrition among ESL students (Bronwynne, 2008; Rocha-Tracy, 2009). Faculty who exhibited such behaviors were described by Rocha-Tracy (2009), as "professors who lack cultural sensitivity and openness, and who use rigid pedagogical modules not suitable for culturally diverse students" (p. 26). Bronwynne (2008) explained, "When teachers are unable to embrace others' worldviews and foster an expanding exchange of cultural ideas, issues of power and privilege are not addressed and students may be perceived as problems and tagged as unwilling or unable to learn" (p. 216). Mcdermott-Levy (2011) suggested that instructional strategies that failed to include students' prior experiences and teaching strategies unfamiliar to the students are factors as well.

### **Conceptual Framework for the Research Approach**

Many educators in the community college nursing program that was the subject of this study are in need of the skills to design a curriculum that will be inclusive of the academic needs of ESL students. This nursing program members of faculty are like many educators described by Jeong et al. (2011), who were unaware of the most crucial challenges faced by the ESL students. Some challenges to ESL students are (a) learning in the American English educational environment, and (b) transitioning from taking



examinations with a combination of writing essays to answering fill-in-the-blank questions, or suddenly being required to take examinations that are multiple-choice only. I, as a faculty member in the nursing program that was the setting of this study, know from my own experience in this program that educators in this nursing program have not been provided with structured workshops to provide instruction using evidence-based strategies to enhance their knowledge of how to meet the learning needs of ESL students. When this was the case elsewhere, educators were unprepared to effectively provide academic support for ESL students (Jeong et al., 2011).

The conceptual frameworks that guided this study include proven culturally and linguistically sensitive methodologies and strategies as well as learning about and practicing conceptual frameworks that could result in the nursing faculty adapting the curriculum in ways that accommodate our ESL students. These conceptual frameworks can help faculty to realize the need to assist ESL students in connecting what they are learning in the classroom to help them with taking multiple choice examinations, learning in a clinical setting, and applying their learning in their work environment. Increasing the use of conceptual frameworks could result in increased retention and academic success for ESL students in the nursing program. Next, I will highlight some of the focus of the conceptual frameworks.

### **Interventions to Improve Academic Performance of ESL Nursing Students**

In addressing the diminished academic success among ESL students, the ideal intervention took both the needs and perceptions of the ESL students and of the educators into consideration (Andrade, 2010; Walker et al., 2011). The ESL students needed to know how the new learning environment functioned, how to successfully navigate the

system, and how to know what resources were available in each course. These educators needed better understanding of the needs of ESL students in order to be better able to enhance teaching methods and relationships with the ESL students (Andrade, 2010; Walker et al., 2011). For these reasons, the previously described models were selected to inform this study.

To address interventions that can improve performance in our nursing faculty's teaching, I will discuss strategies used by other institutions to increase the retention and academic success of ESL students. These critical strategies include the following: faculty cultural awareness and competency, language and vocabulary support, mentorship, ongoing counseling, and organized groups study (Andrade, 2010; Walker et al., 2011). These proposed interventions will be discussed next.

**Faculty cultural awareness.** Education scholars agreed that each person was a product of the culture in which she or he was born and raised and that individual knowledge (which included education) was transmitted and instilled through culture. Rocha-Tracy (2009) emphasized that it was imperative that professors were educated on how to teach in a culturally diverse classroom (Gilchrist & Rector, 2007; Rocha-Tracy, 2009; Wilson et al., 2011). For this reason, having faculty training was crucial to improve professors' sensitivity to the needs of ESL students and to improve skills to assess and recognize challenges imposed on ESL students. Faculty could be equipped with the skills needed to adjust teaching materials and methods to facilitate the learning of a diverse student population (Bronwynne, 2008; Evans, 2006; Evans, 2008; Ford & Grantham, 2003; Rogoff, 2003). It was important that the educators would be aware of the different worldviews that ESL students brought with them to the classroom in order to better

facilitate their learning because to “reject or demean a person’s cultural heritage is to do psychological and moral violence to the dignity and worth of that individual” (Nieto & Booth, 2010, p. 408). This was another important reason why educators needed training in working with these student populations (Ackerman-Barger, 2010; Bollin, 2007; Campinha-Bacote, 2002; Ryan & Dogbey, 2012; Sheets & Gay, 1996; Weinstein, Tomlinson-Clarke, & Curran, 2004; Xu & Davidhizar, 2005).

**Language and vocabulary support.** Several studies revealed that the language barrier was a significant factor in whether or not the ESL students succeeded in higher education institutions in America (Andrade, 2010; Bolderson et al., 2008; Bronwynne, 2008; Evans, 2008; Jeong et al., 2007; Mclachlan, 2008; McDermott-Levy, 2011; Rocha-Tracy, 2009; Sanner et al., 2002; Walker et al., 2011) . For this reason the lack of English proficiency was identified as a major obstacle to the success of this student population (Andrade, 2010; Bolderson et al., 2008; Bronwynne, 2008; Evans, 2008; Jeong et al., 2007; Mclachlan, 2008; McDermott-Levy, 2011; Rocha-Tracy, 2009; Sanner et al., 2002; Walker et al., 2011). Culture played a substantial role in the manner in which an individual learned. Based on the results from these studies, researchers concluded that ESL students needed to be provided with the necessary resources for language and vocabulary help (Bastable, 2003; Brown, 2008; Bronwynne, 2008; Cline & Neochea, 2003; Echevarria et al., 2004; Fageeh, 2011; Jeffreys, 2012; Johansen, 1998). The faculty could provide more of this help in the ways they present vocabulary and terms in their courses.

**Providing mentorship.** Another significant intervention found to be effective in facilitating learning among ESL students was mentorship. Trask, Marotz-Baden, Settle,

Gentry, and Berke (2009) agreed that it was important that educators incorporated mentoring into teaching and learning for ESL students. Mentorship allowed ESL students to develop the crucial skills they required to be successful (Colalillo, 2007; Jeffreys, 2012; Evans, 2006; Evans, 2008; Bronwynne, 2008).

**Ongoing counseling.** The issues that the ESL students faced in and outside of the learning environment were multidimensional. It was imperative that reliable sources of counseling were available for this student population (Bronwynne, 2008). Even in activities, such as learning test-taking skills or forming study groups, the American English Language Program (AELP) might be available for ESL students on college campuses, offering support to ESL students who needed it (Trice, 2007; Bosher & Smalkoski, 2002; Rocha-Tracy, 2009; Jeffreys, 2012; McLachlan, 2009).

**Organized group study.** Many studies revealed that group study was an essential component in the success of ESL students in nursing programs (Bronwynne, 2008; Jeffreys, 2012; Rocha-Tracy, 2009). ESL students who belonged to organized group study teams in the programs performed and interacted better. Group study strongly supported the creation of a learning environment where ESL students could participate in sharing and receiving information that facilitated the creation of new knowledge (Kemp, 2010; Colalillo 2007; Brown, 2008; Jeffreys, 2012; Bronwynne, 2008).

### **Implications**

Some of the possible implications envisioned from this study will be that: (a) the data collected could provide insights into which interventions could successfully be applied to increase retention of ESL students in this local nursing program, and (b) findings from data gathered could guide in creating professional development training to

educate faculty, staff, and administration on culture and learning that could produce an increased cultural competency among them.

The insights gained from this study could benefit nurse educators by helping them design new lesson plans and implement more effective teaching methods that would be more inclusive of ESL students. This possible increased cultural competency and improved implementation of best practice strategies could be added to lesson plans among faculty and could contribute to closing the gap in graduation rates that exists between the ESL students and the native English speaking students in our nursing program, thus increasing the diversity of nurses who are prepared to serve the diverse patient population in the United States.

### **Summary**

With the steady increase of English as a Second Language (ESL) students in nursing programs in our college, it is crucial that both the ESL students and the faculty are adequately supported. By gaining and practicing appropriate teaching strategies and methods to impact ESL students in positive ways, faculty may enhance both their teaching and the ESL students' learning experiences. Understanding and using these new pedagogical and cultural skills, faculty might create a teaching and learning environment based on mutual respect, effective strategies of teaching ESL students, and appreciation of individual cultural experiences (Bronwynne, 2008; Brown, 2008; Rocha-Tracy, 2009).

This section addressed attrition issues among ESL students in a community college nursing program and aspects that can be explored by the faculty to improve retention of ESL nursing students. Also included in this section was a literature review on the prevalence and effects of attrition on meeting the healthcare needs of diverse

communities, both locally and nationally. Previously applied interventions and the theoretical/conceptual frameworks that would guide the study were also discussed. The transformative learning theory was characterized by the processes wherein individuals with diverse backgrounds shared experiences to gain a better understanding of each individual in a community. The process may result in transformation in the nursing community at our college (Merriam et al., 2007).

The aim of this study was to gain insight into the perceptions of ESL students and faculty regarding factors influencing the academic retention and academic success of ESL students in this nursing program. The next section will address the methodology of the study. I will discuss the following: research design and approach, the selection of participants and their rights, measures that I took for the protection of the participants' rights, and data collection and analysis, including interpretation and data storage.

## Section 2: The Methodology

### **Qualitative Research Design and Approach**

In this study, I used a qualitative case study design. This research design provided an opportunity to obtain data regarding the experiences of the participants as they relate to the research purpose (Merriam, 2009). Qualitative research design allowed me to gather data using various methods, including conducting structured and semistructured interviews and using open-ended and closed-ended interview questions to solicit subjective information that addressed the research questions (Merriam, 2009; Polit & Beck, 2013).

Structured questions allowed the interviews to focus on participants' experiences in the nursing program and facilitated the development and arrangement of categorical data collected from individual participants (Polit & Beck, 2013). The semi-structured interviews allowed me to ask specific questions and allowed the participants to respond in an unstructured manner (Polit & Beck, 2013). The subjective and objective data gathered with this research design addressed the research question: To what factors do ESL students and faculty attribute the retention and academic success of ESL students in a community college nursing program? Interview questions for students and faculty are listed in Appendices B and C, respectively.

### **Justification of the Choice of Research Design**

Although there are other types of qualitative case study designs, such as historical case design, I selected a case study design for this project for two reasons. This case study design allowed for the investigation of the ESL students and faculty from various cultures with different learning and teaching experiences, and of different ages (Merriam,

2009). This design provided the opportunity for multiple views of the local problem; through use of a case study, I gained a better understanding of the experiences and perceptions of the participants. On the other hand, if I had decided to use the historical case design for this project, data collection would have relied on historical information, and I would have had no access to the participants who had had the actual experiences (Merriam, 2009).

The reasoning behind selecting qualitative rather than quantitative for this project was based on the type of research questions I generated for my study and what I wanted to learn from the research. In quantitative data collection, the researcher collects data by maintaining distance from participants, and data collection is objective without close involvement with the participants (Gall, Gall & Borg, 2007; Polit & Beck, 2004). Using quantitative design requires the researcher to use statistical schemes to analyze data from the study represented with numbers. On the other hand, in qualitative research, analytical patterns are used to analyze data, and researchers present findings as they relate to the research questions, at times in the participants' own words. Qualitative design allows readers to draw their own conclusions from the rich descriptive findings (Crosby, DiClemente & Salazar, 2006; Gall et al., 2007). Qualitative design was most appropriate for my study because it allowed me to gather first hand subjective data that addressed the research question: To what factors do ESL students and faculty attribute the academic success and retention of ESL students in their community college nursing program?



## Participants

### Criteria for Selecting Participants

Participants were recruited from the ESL student population and from faculty members in the nursing program in one community college. Eight students and five faculty members (13 participants) participated in interviews, which comprised a fair representation of the ESL students and faculty in the nursing program. This allowed rich saturation in the data collection and manageable analysis (Crosby et al., 2006). The breakdown of the participants was as follows: eight students were selected from the last year of the program; one faculty member each was selected from the first, third, and fourth semesters and two faculty members from the second semester in the program. There are four semesters in the program. Criteria for student participants were as follows:

- Twenty-one years or older
- Currently enrolled in the second (and final) year of the nursing program
- *English as a Second Language* students as defined below:
  - Native born ESL students
  - ESL students on I-95 visas
- At risk ESL students
- ESL students having successful outcomes

Criteria for faculty participants were as follows:

- Twenty-one years or older.
- Have served in the role of full-time faculty for at least two years.
- Have served in the role of student advisor for at least two years and currently serve as advisors.

### **Justification for the Number of Participants**

When deciding on the number of participants, a researcher should take into consideration the analysis, anticipated desired product, and impression of the readers will take away after reading the work (Miles & Huberman, 1994). Thirteen participants were appropriate for this project, based on the rationale that I outlined in the previous paragraph.

The transformative learning theory of Freire and Mezirow (Hanson, 2010) posited that an intervention that included reflective communication was crucial to the assessment and understanding of prior experiences. The inclusion of experiences in teaching and learning was important in the beginning of establishing transformative learning. It was important to this project that an adequate number of participants be selected to allow a more adequate data collection to gain an insight into the perspectives of the faculty and ESL students. With thirteen participants, the project analysis generated thirteen different perspectives regarding the factors contributing to the academic outcomes of ESL students and faculty members. The different perspectives led to a better understanding of the issues of attrition among the ESL student population, which was in line with the theoretical framework that guided this project (Gail, Gail, & Borg, 2007; Merriam, 2009; Miles & Huberman, 1994).

### **Procedures for Gaining Access to Participants**

With a diverse nursing program, the focus of selecting participants was to ensure that selected participants represented as many countries as possible. Eight ESL students were selected and interviewed, and six countries were represented: Indonesia, South Korea, the Philippines, Ethiopia, Cameroon (two students), and Guatemala. Five faculty

members were interviewed, and they represented four different countries: America (a Caucasian and an African American), and three other countries. I used purposeful maximum variation sampling to identify the ESL student population in the last semester of the program (Merriam, 2009; Miles & Huberman, 1994). Purposeful maximum variation sampling allows a researcher to recruit participants from a setting with the greatest population that will fit his or her criteria (Merriam, 2009). The purpose of my study was to gain a good understanding of the factors that contribute to the academic outcome of ESL students in the nursing program. To maximize that understanding, I recruited ESL participants from a setting with an ESL student population that fit the criteria and the population to be sampled (Merriam, 2009).

Prior to notification of potential participants, I emailed a letter to my site partner seeking permission to conduct a research study and to use the data collected; permission was granted. The school identified the ESL students through information students had offered in their demographic data forms. These forms are designed by the nursing program for the purpose of collecting demographic data from the nursing students. The forms are handed to all the students to be completed at the beginning of each semester in the nursing program. From these forms, the school generated a list of ESL students who met my research criteria, and I sent invitations via email to the students on the list. The email emphasized that all participation was voluntary.

In the letter that was sent by email to potential participants (two separate letters, one for students and one for faculty), participants were informed that although the researcher was a faculty member at the college, the study was separate from the researcher's role as a faculty member. The letter emphasized that the study was for a

doctoral study at Walden University. Potential participants were asked to reply to the email with these words in the subject line of the reply email: "I consent," if they were interested in participating in this study. For a copy of the letter to the participants, see Appendix G: Letter to Potential Participants.

I received a list of faculty who fit the criteria from the dean of nursing and contacted these faculty members by email, asking for their voluntary participation. I gave copies of the "Letter to Potential Participants" (Appendix G) to potential faculty participants as well as the Informed Consent Form, and I emailed these documents to students as well. In any research with human participants, it is important that the researcher establish guidelines to ensure that the participants are respected and that participants' rights are not violated.

### **Plan for Handling Ethical Issues**

Prior to beginning the data collection process, I addressed the potential conflict of interest between my interviewing students at a college where I currently hold a full time faculty position. My decision to select candidates strictly from the last year of the nursing program ensured that students who participated in my research study would not be in one of my classes at that time because I teach only first-year nursing students. This way, I had no influence of any sort on their completing the program. Permission to collect data for my project was obtained from the Walden University Institutional Review Board (IRB) and the community college's IRB. The Walden IRB approval number for the study is 03-21-14-0243013).

### **Methods of Establishing a Researcher-Participant Working Relationship**

The key to conducting a research interview that will yield rich data, based on candid responses from the participant, is to establish a relationship based on mutual respect, trust, and honesty. To ensure honest responses from student respondents, I took into consideration the respondents' language and culture. In addition to the consent form, I offered an oral presentation that gave the participants the opportunity to ask questions (NIH Office of Extramural Research, 2011) to ensure that the participants had a good understanding of the content in the informed consent. I provided additional information on the research process that pertained to my project at the participants' request (NIH Office of Extramural Research, 2011). I equipped myself with knowledge from various literatures on the different cultures that would be represented in the pool of participants. My background review of cultures gave me the basic knowledge of the various cultures as well as provided me with guidance to approaching the interviews in ways that would enhance trust.

It is in the best interest of the participants and the integrity of the study that the researcher be humble, be able to relate to the participant, be respectful of the participant's availability, provide choices of preferable settings for the interview, and abide by the specified dress code, which in this case was comfortable casual wear (Glesne, 2011). I followed these guidelines to the best of my ability. When applicable, I revealed to participants that English was also my second language.

### **Measures for Protection of Participants' Rights**

After informing the participants of the objectives and goals of the research, I obtained their consent form via email. For a copy of the informed consent form for

potential participants, go to Appendixes E and F: Informed Consent Form (Gail, Gail, & Borg, 2007). The participants had the choice and ability to withdraw from the study at any time. I also asked participants to give written consent to allow audio recording of the interviews. I represented participants with numbers to protect participants' privacy and maintain confidentiality; as the principal investigator I was the only person to have access to the names corresponding to the numbers. I correlated the data gathered from each participant to that participant's number, maintaining accuracy at all times (Lodico, Spaulding & Voegtler, 2010).

### **Data Collection Methods**

I met with the participants at private locations that were outside the classroom and office, which enhanced confidentiality. Data collection included face-to-face interviews, recorded by two audio voice recorders. I used a second audio recorder as a backup so that should one recorder malfunction, the second recorder would continue to record the interview (Hancock, Ockleford, & Windridge, 2009). I met the participants once to interview them; the participants chose a single interview meeting time of approximately one hour. The meetings allowed time for the participants to answer questions about their experiences as students or as faculty members in this nursing program.

In addition to recording the interviews, I took notes in my research log with discretion; I only noted pertinent information, giving my full attention to the participants. When I first began conducting these interviews, I took notes while my participants were talking, but I soon realized that this interfered with their comfort level and stopped them from talking as much. Half way into the second interview, I stopped taking notes while the interview was in process; instead, I took notes immediately after the interview. From

the second interview until the last interview, I took notes right after the interview, and this allowed the participants to concentrate on responding to the questions. By not taking notes during the interview, I tried to ensure that my participants were not given the impression that they were not crucial to the process (Polit & Beck, 2013). My other motivation for writing most of my comments in my research log after the meeting was to make sure that I did not skip important steps in the interviewing process as a result of concentrating too much on note taking.

I structured the interview to meet participant needs. Had there been adverse events, I would have stopped the interview immediately and reminded the participant of his/her rights. I would have immediately informed my chair, completed the Adverse Event reporting form, and submitted it to IRB. Participants would have been given the opportunity to withdraw from the study in that case.

### **Data Analysis and Qualitative Results**

Data analysis included a descriptive analysis process, which allowed me to decode the interviews looking for themes, categories, and other relevant domains (Glesne, 2011; Hancock, Ockleford & Windridge, 2009). I began this process by transcribing each interview verbatim from the audio recorder after each interview, removing all information that might have identified the participants. I transcribed the data without the help of a professional transcriptionist; transcribing the data myself helped me gain a better understanding of this process and of the patterns within it as I looked for key responses to my research questions (Hancock, Ockleford & Windridge, 2009).

The data storage methods abided by the recommendations for responsible data management in research, as suggested by the U.S. Department of Health and Human

Services (USDHHS). I stored the data electronically to allow access for future use (Coulehan & Wells, 2006). My data were stored in computer hardware that is password protected. The password is encrypted, and the access code is known only to me (Coulehan & Wells, 2006). I will change the encrypted password every four months. Hard-copy data that must be kept for future reference are kept locked in a file cabinet with a single key in my home, and I have kept and will continue to keep the key in my possession (Coulehan & Wells, 2006). All information will be kept for 5 years and will be shredded, deleted from the computer, or otherwise destroyed thereafter.

I read the transcripts and made minor word changes to ensure that the interviews were transcribed accurately. The transcribed data were then imported into the NVivo software program that supports qualitative research data analysis. With Nvivo, I sorted and organized the data into different categories and performed word queries which categorized words and themes by their frequency. I generated a **data analysis model** that allowed me to group together concepts that were similar (Glesne, 2011).

Nvivo allowed me to sort my data by organizing data by themes, categories, and analyze audio-recorded content as follows: first, I imported the transcribed data acquired from the interviews and separated them by individual interviewees as well as by faculty and by students. This was done to maintain separation among the findings. After importing and categorizing the interviews each into its respective faculty or student folder, I then proceeded to do several initial queries, looking for common words and phrases among all the interviews. Next, I proceeded to use the node function of Nvivo, which allowed me to create and code themes, along with the accompanying excerpts of direct quotations from faculty members and ESL students, which highlighted those



themes within the imported interviews. In qualitative research data analysis is classifying participants' experiences gathered from interviews into groups, for example, into subheadings, to help organize and identify common experiences among participants. Categorizing the transcription into themes helps the researcher to make sense of the data that have been collected, and helps readers to understand the participants' lived experience. In my research, four overarching broad themes emerged (Polit & Beck, 2014).

After the data analysis was completed, participants had the opportunity to review the findings. Participants reviewed their comments and made sure that they voiced their agreement or disagreement with the transcriptions as well as added clarifying information (Glesne, 2011). In order not to only maximize the data representation of the perception of ESL students and the faculty members but also to relate findings to the theoretical and conceptual framework that guided this study, I compared the transcript data set themes from ESL students and faculty with the use of Nvivo. The end product of the analysis revealed significant similarities in concepts and themes of ESL students and faculty members, including the challenges faced by both faculty members and ESL students.

At the end of transcribing all the interviews, within Nvivo I began to highlight the differences and similarities in ESL student and faculty perceptions as they related to the research questions. I did this by outlining how many times comments or responses that related to each of the research questions and conceptual frameworks appeared in the interview responses. I used computer software to arrange and store the data. Next, by using Microsoft Word and Nvivo, I developed columns for a data matrix (Gall et al., 2007). The upper and lower parts of the table contain the code names and themes.

After I inserted data from the interviews into the table, I identified patterns. Identifying the patterns helped in establishing a relationship between the generated themes. The patterns emerged from the transcriptions of both members of faculty and ESL students' perceptions, which answered my research questions and reflected my research purpose (Hancock & Algozzine, 2011; Polit & Beck, 2014). I analyzed the data for differences and similarities. A matrix displayed this information (in rows and columns) with data arranged in patterns and themes (Gall et al., 2007; Glesne, 2011) to help me interpret the findings.

After carefully analyzing the data to answer my research questions, I wrote a synopsis that included quotations from respondents. I identified direct quotations from data transcriptions that could be used to highlight or confirm key points of the findings. With the verbal interview data in digital format, I could easily access and review any section of the interviews for better understanding (Glesne, 2011).

After I identified patterns, data reduction followed. During the data reduction process, I differentiated and assembled participants' experiences that were applicable to my research questions and that would be included in the findings from data that did not apply to my research questions. Data reduction included pulling from transcriptions some direct quotes to tell about the participants' experiences and also about the irrelevant data (Cho & Lee, 2014). The importance of the patterns began to be the focus at this point. For example, I identified the information shared by all the participants regarding the same research question, common themes, and outliers. I replayed the audio-recorded interviews, and read the transcripts several times to verify whether other respondents may have expressed the same ideas verbally or nonverbally. I analyzed data carefully to

develop relationships between themes and my research questions. Had I been unable to achieve saturation, I would have expanded my pool of participants.

I established steps prior to data collection and analysis to substantiate the trustworthiness of the process used to generate and arrive at findings. I used triangulation by gathering data from the perspectives of thirteen different participants with ten countries represented. During the interviews, I solicited the perceptions of five members of faculty and eight ESL participants using differing questions on the same topics. I compared the notes I took during the interviews with the transcribed data to ensure accuracy and consistency (Cho & Lee, 2014).

### **Assuring Accuracy and Credibility of the Findings**

To increase the reliability of data gathered, I conducted and recorded the interviews by myself. Data transcribing and analysis were ongoing processes, which I carefully performed to enhance validity. I read generated transcripts several times for maximum insight into the factors contributing to success of ESL students in the nursing program. I manually imported transcriptions from interviews into Nvivo computer software. Nvivo helped in generating the themes and patterns. In addition to NVivo I created a matrix diagram to code the data. Triangulation was used to increase credibility and validity. This triangulation was achieved in several ways: As I stated before, I collected data from the multiple perspectives of five faculty participants, as well as from eight ESL student participants. In addition, I gathered and analyzed data using several modalities, including keeping a research log, crosschecking interviews notes, and allowing participants to check their transcripts for misheard transcription. These processes improved credibility and ensured the accuracy of my findings. When the data

gathered were analyzed, the themes which emerged from both faculty and ESL student participants demonstrated consistency in the factors they believed contributed to academic difficulties among ESL students in the nursing program.

### **The Findings and Themes**

#### **Themes for Faculty and for the ESL Students**

After the research questions were answered, I summarized the findings based on the data analysis. This summary includes tables and figures as well as a detailed matrix of some of the transcription in Appendix H (faculty) and Appendix I (ESL students). The summary also includes questions, the research process, and the logic behind the research questions (Crosby et al., 2006). I identified eight themes: four themes from ESL students' transcripts and four themes from faculty members' transcripts.

The categories of themes for faculty are as follows: (a) lack of cultural competency, awareness, and sensitivity; (b) improvement of faculty knowledge and identification of the needs of ESL students; (c) teaching strategies that accommodate ESL student learners; and 4) preparation of ESL students for what to expect. The categories of themes for ESL students are the following: (a) lack of cultural sensitivity and awareness on the part of faculty; (b) faculty members' lack of knowledge on ESL academic development; (c) lack of faculty support; and (d) lack of academic language support. The method to disseminate findings included written reports, visual aids, and an oral presentation at a faculty meeting as well as separate meetings with the ESL participants. The presentation of findings could provide an opportunity for faculty to review the research process and the findings as well (Crosby et al., 2006).

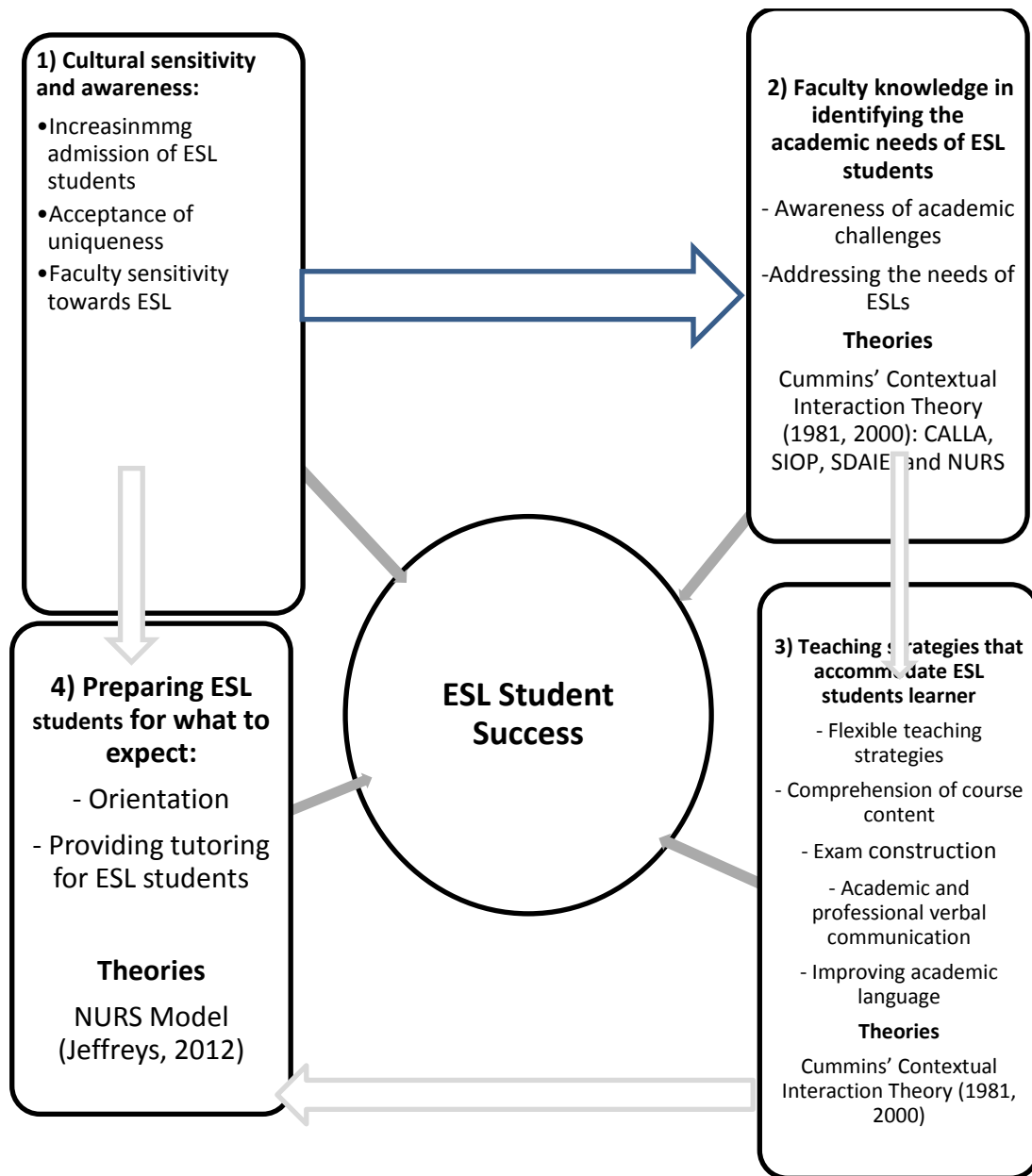
### **Process of Determining and Displaying the Themes**

The analysis from all the data tracking sources as listed in this section contributed to the rich information on the matrix. See Appendix H, for my codes, key words, and direct quotations I included from the process of identifying themes. Using Nvivo and manual data analysis, I analyzed the transcripts of the interviews, reflective journal entries, and research logs. I used Nvivo and the manual data analysis to yield 33 themes, which were 17 themes from faculty members' transcripts and 16 themes from ESL students' transcripts. The 33 themes led to identifying eight overarching themes, four themes from ESL students' transcripts and four themes from faculty members' transcripts as described above. Data coding identified 33 themes, and based on the patterns that emerged, the 33 themes were further subcategorized into eight themes, which were four themes from perceptions of members of faculty and four themes from the perceptions of ESL students participants.

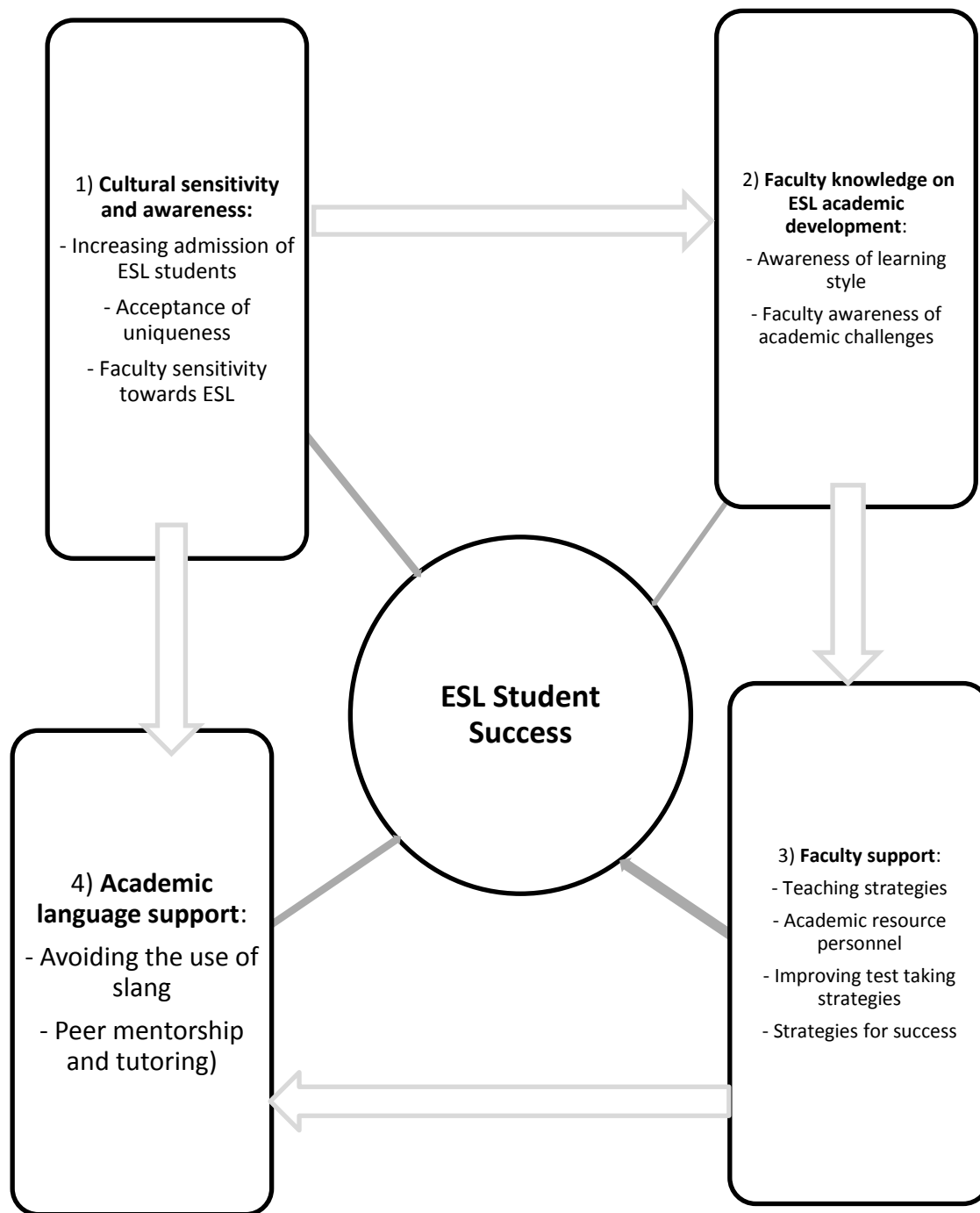
A detailed outline of the perception of ESL students and faculty members in the overarching themes and relationships is displayed in two different concept maps in Figures 1 and 2. The concept map is widely used by nurse educators to teach nursing students to develop a plan of care for patients, based on priority and relationship (Schuster, 2002). Concept mapping was derived from meaningful learning created by Novak (2010). As explained by Novak, "In meaningful learning, the learner chooses to integrate in some substantive way new concepts and propositions with existing relevant ideas in her/his cognitive structure" (p. 22). The concept maps for my results denote the research problem, the main purpose for conducting the research. I displayed the local problem, which was my research purpose, in the center of the diagram in the concept

map. I organized the major themes generated from transcripts around the main problem in the center. I drew lines to illustrate themes that were connected and assigned numbers to represent priority themes. In the project section, interventions based on the conceptual and theoretical framework to guide the project will be addressed. Refer to Figures 1 and 2 for a display of the concept maps.

The faculty data analysis showed that there was need for creation of a program on cultural awareness and education on teaching strategies that accommodates and facilitates the learning of ESL students. The faculty members all agreed that the ESL students were faced with more academic difficulties compared to their primarily English-speaking counterparts. Four out of the five faculty members said they would like to see more efforts placed on providing additional support, specifically for ESL students. The recommendations rendered by the faculty members will require support, resources, and cooperation from the college to implement them. Refer to Table 2 and Table 3 for faculty and ESL student themes and relationship to the research questions.



*Figure 1.* This is a concept map of themes from ESL students. Outline of members of ESL students' perception of factors to which the academic success and retention of ESL students in their community college nursing program may be attributed.



*Figure 2.* This is a concept map of themes from faculty. Outline of members of faculty perception of factors to which the academic success and retention of ESL students in their community college nursing program may be attributed.



Table 2

*Faculty Themes and Relationship to Research Questions*

Research Question	Theme
Describe your experience as a faculty member educating English as second language (ESL) students in a predominantly English-speaking learning environment.	Cultural competency, awareness, & sensitivity <ul style="list-style-type: none"> <li>Improvement of academic language of the students</li> <li>Respectful mutual communication</li> <li>Respectful relationship</li> <li>Appreciation and acceptance</li> </ul>
When was the last time you did a literature search on strategies that contribute to retention and academic success of ESL students?	Teaching strategies that accommodate ESL students learner <ul style="list-style-type: none"> <li>Flexible teaching strategies</li> <li>Comprehension of course content</li> <li>Exam construction</li> <li>Academic and professional verbal communication</li> <li>Improvement of academic language of students</li> </ul>
What type of orientation is provided for ESL students who will assist the ESL students with transition from essay examination to the all-multiple-choice examination format we use in our program?	Preparing ESL students for what to expect in nursing school to be successful <ul style="list-style-type: none"> <li>Orientation</li> <li>Tutoring for ESL students</li> </ul>
Tell me what you know about your ESL students' cultures, values, and beliefs.	Cultural competency, awareness, and sensitivity
What special training have you or other faculty in your college received that prepared you to meet needs of ESL students in your classrooms?	Faculty knowledge in identifying the academic needs of ESL students <ul style="list-style-type: none"> <li>Awareness of academic challenges</li> </ul>
What strategies would you say can be implemented to improve the retention of ESL student and academic success?	Teaching strategies that will accommodate ESL students Cultural competency, awareness, & sensitivity
Reflect on a time you found yourself in a cultural environment that was different from your culture. How did you feel? Why? What helped in dealing with the situation?	Teaching strategies that accommodate ESL students' learning Cultural competency, awareness, and sensitivity

Table 3

*ESL Students Themes and Relationship to Research Questions*

Research Question	Theme
Tell me about your experience as an ESL student in a predominantly native English-speaking nursing program.	Cultural competency, awareness, and sensitivity
What are some of the challenges, if any, that you face in this nursing program as an ESL student?	Academic language support Preparing ESL students on what to expect Orientation Tutoring for ESL students
Describe the types of peer mentoring and tutoring programs provided to you in this nursing program and by the faculty.	Cultural competency, awareness, and sensitivity
What is your perception of the academic support and resources, if any, that are provided by faculty to improve your academic success?	Academic language support No slang use Peer mentorship and tutoring Academic language support Teaching strategies Academic resource personnel Improved test taking strategies Faculty support Teaching strategies Academic resource personnel Improved test taking strategies
How are you supported in learning the course content and taking exams? Describe how well you think the faculty understand your learning methods and learning style.	Cultural competency, awareness, & sensitivity Faculty support
Describe a learning environment that you feel would most improve your academic success.	Cultural competency, awareness, and sensitivity
Tell me about some resources and support provided by the faculty that help you in learning better in English for your courses.	Faculty knowledge on ESL academic development Faculty support
	Academic language support Preparing ESL students for what to expect: Orientation Tutoring for ESL students

**Accuracy of Data**

There were no outlying data or discrepant cases noted in data interpretation. As with any research, it is important that the researcher establish the validity of data analysis and interpretation since there is always a chance of uncertainty in this process. Member checking for accuracy of transcriptions and triangulation addressed accuracy of the validity of data. To establish the validity of data transcriptions, it was important to apply various measures in triangulating. A number of indicators were taken into consideration as suggested by Miles and Huberman (1994) in grading the strength of the measures put in place to appraise the adequacy of the data that yielded the result. Findings from the data analysis will be disseminated in the college at a location convenient to the participants, faculty, and the nursing program administrators; the process used in accomplishing this task is outlined in the next paragraph. Dissemination of research findings is a significant part of the research process (Crosby et al., 2006).

**Project Outcomes**

Two outcomes from my interviews related to development of my project. The first was evidence that members of faculty in the nursing program are unprepared to facilitate the teaching and learning of ESL students effectively. The second was that faculty are not informed on the academic needs of ESL students the program. As a result of these outcomes, I determined that a training program should be developed to help faculty develop new knowledge and skills needed to educate ESL students. Rationale for choosing training for faculty is that pedagogically prepared educators are better informed of the needs of adult learners. Most of the members of faculty are not prepared with pedagogical training about ESL students' academic development and needs. Although

there may be few of the educators who have received pedagogy education which made more effective educators out of them, the majority of the other nursing teachers need training on ESL student academic development. The following section will explain the responses of faculty and ESL students and will connect the responses to my research questions. Individual faculty will be referred to as FAC 1 through FAC 5 and ESL students as ESL 1 through ESL 8. Themes from perceptions of the faculty will be explained first, followed by students' themes.

### **Faculty Theme I: Cultural Competency and Awareness**

One of eight research questions I posed to faculty was “Describe your experience as faculty educating English as second language (ESL) students in a predominantly English-speaking learning environment.” FAC 1 and FAC 5, who are American born and have lived all their lives in America, explained the overwhelming shock and surprise when they started teaching in the nursing program. FAC 1 attributed her shock to the fact that she had never been exposed to such a culturally diverse teaching and learning environment in her life. In her own words, FAC 1 stated:

I have to admit initially it was really a big shock. I came from a place that was not culturally diverse at all. I had occasional Spanish patients, but other than that everybody else was uniform in terms of born in this country— including, um, not even very many African-American people. And then I moved to teach in college where the student body has 170 something countries. It was startling to me, Um, early on I realized what a terrible disadvantage it was for people who haven't spoken English very long and were trying to make their way through a program that is as rigorous as ours.

When responding to the question “Tell me what you know about your ESL students' cultures, values, and beliefs,” FAC 1 responded that she is aware that ESL students have to work while they are in the nursing program in order to keep sending money to the family they left behind in their countries of origin. FAC 1 recalled how she has asked students to bring foods and objects from the various countries to class, but she did not once make any connection between culture and the ESL students' learning. In response to the same question, FAC 2 argued that culture is sacred and added that “...culture is actually too personal; we cannot go into detail.” Just as FAC 1, FAC 2 could not relate the role that culture plays to how students learn. FAC 3, 4, and 5 all agreed that they tried to learn what they could about their students’ cultures, when the opportunity presented itself. FAC 1 claimed that she learned more from ESL students about the various cultures after unsuccessful performances in exams. FAC 1 recounted a situation which she described as the most appalling incident she had ever encountered:

I taught a student that had failed a course and she was down on her knees crying and hugging me to allow her opportunity to change her grade. I had never seen any behavior like that. I was startled and appalled and totally lacked the skill to handle that type of behavior. I understand that it may be familiar to her culture but it sure was not to me. I hardly have words for it because it was so unexpected; it was so out of my frame of reference.

This may have been a terrible experience for FAC 1 due to the fact that the only culture she is educated in is the American culture; consequently, FAC 1 sees the world only from an American world view. In some West Africa cultures, going on a person's knees to

plead can be a sign of respect, gratitude, and humility, and this is a way to beg for forgiveness and to ask for another chance at something.

The faculty all acknowledged that there was no program in place to facilitate their knowledge of ESL students' culture and to improve the students' understanding of academic language, establish respectful mutual communication, respectful relationships, appreciation, and acceptance. While it may be impossible in some instances for faculty to be informed on all aspects of ESL students' various cultures, it is possible in every circumstance for members of the faculty to be informed on the relationship between culture and learning in a second language. Based on the findings from my research, it was confirmed that it is important that faculty acquire at least the basic knowledge required as an educator to see the relationship between culture and learning.

FAC 2 emphasized that the nursing program encourages faculty to know about students' cultures, but that it is not mandatorily enforced that the faculty know about them. This participant further explained that it is up to the individual professor, and there is nothing specific in place that would ensure faculty members will put forth effort to enquire about students' cultures. This same faculty member believed that knowing about culture is insignificant to her teaching. A cultural sensitivity, awareness, and competency training could immensely help FAC 2 and the other members of the faculty.

### **Faculty Theme II: Improving Faculty Knowledge in Identifying the Needs of ESL Students**

The next topics the faculty unanimously agreed upon were the lack of special training preparing faculty for teaching students from varying cultures and handling the academic challenges that may arise. Five out of five faculty members agreed that the

nursing program does not provide any specific training for the ESL students' needs.

Faculty Participants were asked, “When was the last time you did a literary search on strategies that contribute to retention and academic success of ESL students?” The entire group of faculty participants agreed that they do not perform literature searches routinely on ESL learning specifically. Faculty claimed they may have done a literature search on ESL this year; all confessed they were unsure of the last time. In response to the above question, FAC 1 answered, “I have never done a literature search on the topic; I read the journals and keep current with that in terms of things that pop up. But, in terms of going to a literature search—never.”

### **Faculty Theme III: Teaching Strategies that Accommodate ESL Student Learners**

The responses from faculty participants to my next research question clearly indicated that teaching content, strategies, and evaluations are not constructed in the nursing program with ESL students in mind—in other words, not from an entire-world view—but rather based solely on an America view. Faculty participants were asked, “What special training have you or other faculty in your college received that prepared you to meet needs of ESL students in your classrooms?” The entire group of faculty participants acknowledged they have not received specific training on meeting the needs of ESL students. Five out of five faculty members admitted that their ESL students find it difficult to understand course content and to test successfully. Three out of five faculty members expressed the sadness they experience when they see many ESL students not doing well in the program because they struggle with understanding the course content. As a result of these difficulties, only a few ESL students successfully complete the program.

Four out of five faculty participants expressed frustration that despite their teaching in the classroom, many ESL students continued to demonstrate a lack of understanding of the course content, and their grades continued to suffer. Because the course content is based on an exclusively American point of view and faculty lack the knowledge of teaching strategies to accommodate ESL students, it is difficult for faculty to be creative; members of faculty only have the basic pedagogical knowledge to teach a specific population. They are, therefore, deficient in developing flexible teaching strategies, guiding students in comprehension of course content, deficient in examination construction that suits diverse student population, academic and professional verbal communication that fosters mutual understanding and respect, and improving the academic language to accommodate the ESL student population. FAC 3 stated, “They don’t learn like everybody else, and they think we are trying to fit them in the mold of how American students learn.”

FAC 2 reported:

So, when we explain things, the content, since I am teaching nursing, the subject matter content, the students are able to understand, but when they are expressing it in the writing and verbalizing, they are finding it very difficult to communicate with other English-speaking students, especially when verbalizing things, and I noticed that in reading skills they are ok. Maybe they are not used to talking in English. I think with that much of difficulty among not English-speaking students my experience has been challenging.

Similarly, FAC 5 responded:



I have limited knowledge in that regard because students are treated on the individual basis. So, if a student comes to me, ESL students, and they come to me, and they have issues, then I try to intervene. But, um, that's, I have really limited knowledge in that regard.

The core aim of the interviews was to achieve clear understanding of what the faculty and ESL students attribute the success of ESL students in the nursing program to, and to develop a project to address my findings. It was important that through analyzing faculty and ESL students' ideas I had the opportunity to address what a program developed to enhance the academic performance of ESL students should entail. In order to elicit responses from faculty participants, those participants were asked the following question: "What strategies would you say can be implemented to improve the retention of ESL student and improve their academic success?" Four out of five faculty responses were similar in that changes should focus on faculty, but one faculty member suggested changes should focus on ESL students. FAC 1 strongly believed all the changes need to be made by the ESL students. There was no single suggestion from FAC 1 on how members of the faculty could improve to effectively support the academic needs of ESL students. FAC 1 was adamant that it is the responsibility of the ESL students to improve in various areas and not the faculty. FAC 1, in one of her responses, declared:

Honestly, I would like to see the ESL students come into the program with better knowledge of English. I think it is implausible for them to try to learn all the content and integrate it into their heads and show it on a test or show it in clinical when they are not comfortable with the language. And without that, they are at such a disadvantage that they are set up for failure, and that makes me really sad. I

hate to see them semester after semester struggling when it is the language that is the issue. It's not usually the culture issue, it's the language. I would love to see the ESL students have more education in what to expect in this culture because they are here. I'm not going into their country. If I were going into their countries, I would expect that I have to learn how to function there. And I wish there was a bridge for them, to help them be more comfortable with what they needed to do to survive in this country, particularly in nursing, not necessarily in this country – totally.

Contrary to the suggestions offered by FAC 1, the other four faculty members suggested faculty needed to be educated on how to support the academic needs of ESL students. These faculty members made the following suggestions: (a) improvement of faculty's knowledge on identifying the needs of ESLs; (b) cultural competence training for faculty; (c) continuing education program for faculty on strategies to improve ESL student learning; (d) mandatory ongoing competence strategies to accommodate ESL students; (e) improvement of exam construction and administration to accommodate ESL students; (f) improvement of relationship between ESL students and faculty members; (g) preparation of ESLs for what to expect in nursing course content; (h) additional classes or tutoring for ESLs on exam or test taking strategies and expectations; and (i) improvement of faculty knowledge of teaching strategies to accommodate ESL students.

Four out of five faculty participants agreed that in order to improve the academic success of ESL students in the nursing program, a change in practice needs to take place, and that change would have to start with and focus on faculty.

#### **Faculty Theme IV: Preparing ESL Students for What to Expect**

The question faculty were asked was the following: “What type of orientation is provided for ESL students that will assist the ESL students with transition from essay examination to the all multiple choice examination format we use in our program?” Four faculty participants were very specific in their responses, that the nursing program does not provide a transitional orientation or tutoring specifically for ESL students. FAC 4 responded, “Honestly, I’m not aware of any.” Similarly, FAC 5 assented, “I really don’t think there is any because we have multiple choice.” FAC 1 responded to the same question in this way:

I am not aware of any particular program or orientation that tries to do that. By the time we see the students they have taken all their pre-requisites, so they have to had taken different kinds of test that are not just essays.

In a similar response, FAC 3 commented:

I don’t think the college or the nursing program has anything specifically for this group of students. And I think, specifically nursing and health science, that should be one of the things they should add because they usually come from an environment in which they have tests that ask for memorization.

Faculty training will include use of the NURS model, which will educate faculty on how to prepare ESL students for what to expect in the nursing program. The next section will summarize the themes that emerged from the perceptions of ESL students

#### **ESL Students' Theme I: Cultural Sensitivity and Awareness**

Data analysis from ESL students’ transcriptions indicates that this student population does not feel that the nursing program is taking additional measures to address

the academic needs and struggles that they face in a predominantly English-speaking learning environment. ESL students all echoed the lack of adequate academic support from the nursing program and faculty members. ESL students all agreed that once admitted into the nursing program, both ESL students and primarily English-speaking students are all treated the same. As previously stated, the ESL students' overarching themes are as follows: cultural sensitivity and awareness; faculty members knowledge of ESL academic development; faculty support; and academic language support. Direct quotations from ESL students' responses to my research questions will appear in this section.

I asked the ESL students, "How knowledgeable would you say the faculty is about culture, beliefs, and cultural values of the students? This knowledge is outside the faculty's own culture. What are some examples?" Seven out of eight ESL students concurred they believed most faculty members in the nursing program were aware of the diverse student population and knowledgeable about nursing; however, that diversity awareness was not factored into the course content. All eight ESL students unanimously agreed that the faculty in the nursing program have failed to demonstrate their cultural awareness, acceptance of the uniqueness of ESL students, and cultural sensitivity towards the ESL students. ESL 1 commented, "I just want to say like, I mean, um, once the students move, accepted into nursing program, then all the professor think they are the same." ESL 5 responded, "...I think they are knowledgeable. They know people come from different countries and have different beliefs, but I don't know if it's applied when they are teaching at all." Similarly, ESL 6 confessed:

Well, regarding nursing care, they are really knowledgeable, but I don't think is considered in the nursing program. So, I don't think being English as a second language or from another country is considered since the majority of the students speak English very well. I don't think that the very few people in the program are considered as they should be, and with the knowledge from faculty members from different cultures I would expect things to be different. So I don't think the cultural aspect of it is considered.

Training for faculty that will include Mezirow's (1991) transformative learning theory (TLT) will educate faculty by facilitating the sharing of prior experiences, such as cultural experiences, values, beliefs, and assumptions, between faculty and students. Sharing of experiences will create better understanding among faculty and students, which may lead in the development of teaching strategies that will address the learning challenges faced by the ESL students.

### **ESL Students' Theme II: Faculty Knowledge on ESL Academic Development**

Eight out of eight ESL student participants agreed that faculty and the nursing program lack awareness of the learning styles of ESL students and the academic challenges which arise for them. When ESL students were asked to describe how they perceived the faculty members' understanding of their learning methods, ESL 1 expressed her frustration over the lack of lecture PowerPoints from some faculty. ESL 1 gave an example of a time she wanted her professor to give her a print-out of the PowerPoint slides that were used in a lecture. The professor, she said, was reluctant to do so. ESL 1 explained:

I don't think they are being very understanding that, like, um, for example, we kind of have to, like, beg for the professor's PowerPoint because it is different from the students'. It was really to kind of like please give us the PowerPoint so we can understand it because English is not my first language and I don't really understand you with, I understand everybody has accents, but some are like really thick, and, with a thick accent and English a second language a bad combination.

Another ESL 2 student stated, "I went to many professors and asked study ways. The professors suggest to me like the same way, just group; don't go too much, I mean, start read note, broad; start with broad to narrow." ESL 5 added that the faculty lack understanding of how he learns. He emphasized that he is fully aware that he is in a country different from his country of origin and must work within a different education system. ESL 5 is aware that the approach to teaching in the nursing school would not change just for him because he is ESL. For that reason he sought suggestions to help him navigate the new learning system. ESL 5 stated:

I don't think they know how you learn best. OK, the way I grow up, the way we were taught in school, it's different from here. So, another thing is I don't expect them to do it the way it's done in my country, I suppose. I'm trying to adapt, you see what I mean? Because I'm the one who is in a different environment. That's how they do things, so I'm trying to do with whatever is offered and do the best of it.

ESL 6 student suggested an answer to this question regarding faculty awareness:

Not really. Because sometimes even in class, there are examples given. It's not that I don't understand it, but assuming people don't speak English that well, it

should not be used. There are some slangs used while in lectures or explaining sometimes, in debriefing while in clinical so those kind of things sometimes get out of line and gets ok I might understand what is going on but sometimes is actually hard to understand what is going on. Are not academic or intellectual words being used there, so is like I have no idea what is going on.

ESL 7 declared that the faculty does not understand how ESL students learn. The student expressed frustration over the method of using all multiple choice questions in the evaluations, which he said was never part of learning evaluation in his country of origin. ESL 7 expressed emphatically, “No. No. I would say back home, I wasn’t used to multiple choice at all. Never. Never. Here they have multiple choice. People that are from here, born here, went to school here, they understand it better.” ESL 8 student responded:

I think the professors or the faculty is very diverse as well. So, they must have some sort of understanding because I feel that they all came from different background. So, they might have an awareness of that, but I’m not sure that they know what other people are going through right now, and they might need help.

### **ESL Students' Theme III: Faculty Support**

ESL students expressed their frustration over the lack of dedicated resources and support from the faculty to support their learning. ESL students emphasized that faculty have not taken the ESL students into consideration while developing teaching strategies, providing academic resource personnel, and developing test-taking strategies. When ESL students were asked to respond to this prompt in the interviews, “Tell me about some resources and support provided by the faculty that help you in learning better in English for your courses,” eight out of eight students expressed their perception of an

overwhelming lack of assistance from faculty. ESL 5 replied, “I don’t think there’s any. I think whatever is provided is for all the students.” In a similar response, ESL 8 stated, “No. I don’t think I’m aware of any.” Training for faculty will enlighten the faculty on how they can effectively support the learning needs of ESL students with additional resources.

#### **ESL Students' Theme IV: Academic Language Support**

All of the ESL students expressed details of the difficulties they encountered in understanding the course content, class lectures, and required textbooks. They also complained about the lack of organized peer mentorship and of tutoring dedicated for ESL students. ESL students’ frustrations over the lack of academic language support were evident in their responses to this prompt in the interviews, “Tell me about your experience as an ESL student in a predominantly native English-speaking nursing program.” ESL 1 responded:

Is really hard, is really hard. First the textbooks is really hard. The English that they use in the textbook is not, um, so I have to use dictionary to understand a lot of vocabulary in the textbook. That is one thing, and many, even not the medical terminology itself, it is really hard. Like the other day, I saw a word, “oval,” and I didn't understand what it means. I had to look up in the dictionary or ask my friend who speak English. English is their first language, so that is helpful.

Similarly, ESL 2 student explained, “Since English is not my first language, I have, I mean, no ability to say what I really want, what I would like.” ESL 4 student stated, “On reading, I’m slow compared to other people which may be because of me or,



I don't know, even to compare with other people from other countries, I didn't understand and I can't read at a fast pace." ESL 6 explained further:

Very challenging and demanding. In addition to the school related work, I have to worry about my communication skill. And communication, nursing is all about communication, so that really affected me. Is better when I actually go to clinical and see people who don't really speak English; but other than that, is very challenging to talk with the instructors, students in clinical, and express exactly how I feel. So is really challenging. Is more work in addition to that. Is more work in addition to work the school actually requires. Well, translating, writing, and everything. So, everything single thing that I do I have to worry about "Am I saying this right? Is this the right slang am I using?" So is all that, in addition to what I have to do. I have to worry about, oh, how is my English, how is my accent? Are they understanding my accent? Am I accepted in this program? I kept doubting myself, can I actually do this, and especially when I see most people who don't even think about that. It just add to the pressure.

A follow up question was posed to the students, for a better understanding of their difficulties, which was as follows: "What are some of the challenges, if any, that you face in this nursing program as an ESL student?" ESL 1 stated, "The medical terminology, or sometimes the slangs, like if you go to clinical, like the slangs they use in the hospital, like 'chucks' [incontinence pads,] mmm . . . [or they] just say 'systole' instead of systolic."

Also for ESL 2 medical terminology was a challenge, in addition to reading speed, as ESL 2 explained:

The reading, I mean I cannot read fast as much as like others, like other students. So, I need like days to finish a chapter. But the other students read like three to four hours. So, the time difference is really big. So that was my biggest challenge. I need like more time to read a chapter. I'm a slow reader. The medical terminology also. Since I'm not from medical field, I have to find the dictionary of the same word at first.

ESL 3 described similar challenges:

Some challenges, um, the language barrier, especially when I, when I read the book. I mean, I do read it, but it takes me some time to really know the content. Sometimes, I will pick a word and I will be like, I don't know this word. We have to look it up in a dictionary. And sometimes in the class when they talk about a different, you know, different word, I am confused, and especially in the exam. If I don't know that word, sometimes if I even raise my hand and ask them, they will be like you suppose to know it.

ESL 5 stated:

I think for someone who has ESL, it's harder because not only is it English, but it's English for nursing profession. Like I took English classes but a lot of those nursing terms you don't learn it when you just take all of those English classes. Like, you have to put more effort, let's say like that, than someone who is speaking English.

When ESL students were asked to "Describe a learning environment that you feel would most improve your academic success," ESL 1 responded:

Professor A. He is great. I think that is perfect environment for whoever English is not their first language. Um, the PowerPoint is very concise, and he explains things very well. He interacts with the whole class, so, um, he can make sure that the whole class pay attention to him and not anything else. He engages everybody. I think, because sometimes for people that have English as first language, when they don't understand about something, they wander off. They can't get their attention back. It's really hard. And I have been, done that; I ended up on computer doing something else, but, with like really professors, who like walk around call people, ask questions, that kind of thing, not just stay in the front, ask questions from the from the front, not like walk around, I think that makes a whole lots of difference.

ESL 3 stated, "It has to be non-threatening environment." Comments and feedback on submitted work may encourage or discourage ESL students. ESL 4 concurred that the learning environment that would best facilitate his learning would be would be one in which professors were sensitive to students' feelings, as he explained:

That the faculty need to make sure that they're sensitive. Make sure the comments they are writing on homework is not meant to hurt, or just prepare the students that comments they are writing is not meant to hurt them. The professors can at least be more sensitive. If professor try to ask us what we need, and get involved. Most of us, especially people from my country, we don't talk.

Taking a different emphasis, ESL 5 responded:

Not the environment, maybe the pace of the class. If there were more explanation, if things were a little bit slower it would help someone who was ESL because you

have a lot of information that you have to learn at the same time. And not only do you have to learn that, whatever you don't understand because it's not your language, it takes you more time and it puts you behind compared to other students.

ESL 7, with more emotion than any other participant, took exception to the characterization of ESL students being at a disadvantage to a more personal position, and declared:

This is hard to say, okay, I would like to say I'm ESL, I don't take it as a handicap, is not a handicap. Is something that is a powerful, something very powerful, something that we have that other people don't have, to speak a different language is not a handicap, is a source of power, how do you say that, it is opposite of handicap, is a strength, is not a handicap. You learn how to adapt because you have a brain that can function.

### **Conclusion**

The sample of 13 (five faculty and eight ESL students) participants was drawn from a local community college; therefore, outcomes are applicable only to this population. Evidence from this research indicated that the perceptions of ESL students and members of the nursing faculty were interrelated in their responses to this guiding question, "To what factors do ESL students and faculty attribute the academic success and retention of ESL students in their community college nursing program?"

The interrelationship is evident in the themes identified in the study. The themes identified by ESL students indicated that faculty lack the following:

- Cultural sensitivity and awareness

- Faculty knowledge on ESL academic development
- Faculty support of ESL students
- Academic language support

Those themes identified by members of faculty indicated that faculty lack the following:

- Cultural competency, awareness, and sensitivity
- Faculty knowledge in identifying the academic needs of ESL students
- Teaching strategies that accommodate ESL students learner
- Preparing ESL students for what to expect

The themes from ESL students and faculty show that members of faculty perceive that there is a lack the knowledge and skills paramount to effectively facilitate and support the learning of ESL students. Further education for members of the faculty on how to facilitate the learning of a diverse student population could benefit the nursing program.

This study suggests the need for further education of the faculty. This education could take the form of a three-day evidenced-based professional development training, which would educate nursing faculty on the relationship between culture and learning. It would also equip them with the most basic best strategies to address the academic challenges faced by ESL students in this nursing program.

In the training, I would like to have faculty spend six hours a day for three days, for a total of eighteen hours of training. The training objectives could probably aim at changing the existing approach to teaching. Because the current teaching approach is exclusively from an America point of view, the training could serve to move them to a more global teaching approach. This could aid faculty in accommodating the culturally diverse student population in the nursing program. The training will also probably

educate faculty on the relationship between culture and learning styles, on the knowledge and skills required to construct course content to accommodate a highly diverse student population, and on the attitudes necessary to see teaching and learning from a global view point.

Instructional methods and learning activities during the three days of training could include storytelling, discussion, simulation, scenario analysis, and PowerPoint. Story telling plays a very important role in establishing a better understanding of cultural and diversity variations (Baskerville, 2011). Story telling provides individual learning with understanding of the past and a road map to approach future endeavors while changing the learner's perspective (transforms learner) for the better (Daloz, 1999). Discussion allows learners participatory opportunity, thereby helping the learners to achieve the desired cognitive abilities that would improve responses. The knowledge gained during discussion could enhance problem solving and attitude change (Galbraith, 2004). Scenario analysis allows the opportunity for learners to analyze an imaginary situation critically. Simulations, in the form of role-play give the learners opportunity to play the role of students from different cultures (Galbraith, 2004). A PowerPoint would allow for the presentation of the overview information from presenters (Galbraith, 2004).

The training will probably be based on the theoretical frameworks of Cummins' contextual interaction theory and Freire's and Mezirow's transformative learning theory. The theoretical frameworks for second language acquisition models and conceptual tools such as specially designed academic instruction in English (SDAIE), cognitive academic language learning approach (CALLA) model, sheltered instruction observation protocol (SIOP), and NURS model could provide the knowledge needed on ESL students'

academic development. For an outline of the themes from both the faculty and ESL students' perceptions, see Figures 1 and 2. Based on the evidence presented in the findings, the training will probably be planned to facilitate bridging of the academic success gap that currently exists between the ESL students and the primarily English-speaking student population in the nursing program. Besides the implications that the findings from my study could have for education, the findings could also have implications for further research that could involve multiple nursing programs.

### Section 3: The Project

#### **Introduction**

Section 3 focuses on a project, a Professional Development Workshop (PDWS), for members of the nursing faculty to specifically address deficits revealed in the findings described in Section 2. According to the findings from my research, the ESL students perceive the faculty as lacking both cultural sensitivity and knowledge on ESL academic development, making them therefore unable to provide ESL students with appropriate academic support. Perceptions of four out the five faculty participants concur with ESL students' perceptions. Based on the perceptions of both the ESL-student and the faculty participants, I recommend a 3-day PDWS for members of faculty.

The PDWS is recommended to provide education on teaching methods, as well as strategies for Enriching Academic Success of ESL Students (EASES). There are two main specific expected outcomes from the PDWS: to bring about cultural awareness and sensitivity, and for faculty to apply newly acquired knowledge for EASES. My recommended project study (EASES) will address the problem identified in section one, which is the lack of retention of ESL students in the nursing program. The PDWS will provide faculty an opportunity to learn some teaching methods and strategies successfully used by educators of ESL students in the nursing field and other fields.

During the professional development workshop, as the facilitator I will provide evidence-based teaching and learning materials and information for all participants. Greenberg (2013) advised, "Faculty need to be culturally sensitive in order to recognize student needs and develop strategies to support their diverse needs. Faculty development programs have been successful in increasing retention of ESL nursing students" (p.129).



My proposed PDWS for EASES will provide education on cultural awareness and teaching strategies to improve retention of ESL students in the nursing program. My rationale for selecting this PDWS project and how it will contribute to social change is outlined. Also addressed in Section 3 is a literature review of various studies on cultural awareness and sensitivity for educators of ESL students, and teaching strategies to enhance the learning of ESL students is provided. In addition, the process to implement the project as well as the evaluation methods are included. All materials for the implementation of the project are provided in the Appendix A. To make it feasible for members of the nursing faculty to attend, the PDWS will consist of nine sessions that will be spread over a three-day period during the College of Nursing's professional development week.

### **Description and Goals**

The project that resulted from my research findings and literature review is a professional development workshop project for the faculty called “Enriching Academic Success of ESL Students (EASES).” From here forward I will refer to the professional development workshop as PDWS. I conducted an extensive literature review for this project on cultural awareness and sensitivity for educators of ESL students along with instructional skill, knowledge, and strategies to enhance the teaching and learning of ESL students. The supporting information from the literature review is included in this section. The literature review was a guide to help me in addressing how faculty can better respond in their classes regarding the overarching research question that guided this research: To what factors do ESL students and faculty attribute the academic success and retention of ESL students in their community college nursing program?

The PDWS project will include various activities that will provide numerous opportunities for faculty to engage in discussion, reflection, and interactive learning, and self-assessment (see Appendix A). As the project coordinator and facilitator, I will present some of the most recent evidenced-based information about acquiring and maintaining cultural awareness and sensitivity, and in addition, I will present materials to enrich faculty skills and knowledge of teaching strategies to increase the retention of ESL students in this nursing program. Montenery, Jones, Perry, Ross, and Zoucha (2013) suggested that if nursing faculty are equipped with cultural competency, they will be able to positively affect the achievement of nursing students and cultivate a culturally competent workforce. Thompson (2013) proposed that in order for nurse educators to develop teaching strategies that will reduce the impact of the stress associated with adaptation to a new culture and facilitate the learning of ESL students, faculty must tailor culturally sensitive teaching strategies and create a supportive environment in their lessons and in a nursing program that will foster positive educational outcomes for ESL students.

The main goal of this PDWS is to increase faculty members' awareness of the importance of understanding the relationship between culture and how individuals learn and thus providing those faculty members with new knowledge and skills effective in facilitating teaching and learning of ESL students, which can lead to increasing retention of this student population. The specific and achievable goals from the proposed PDWS are that as a result of attending the PDWS, faculty will be better able to implement these improvements in their courses:

- Prepare ESL students for what to expect to do in a course, based on cultural awareness and sensitivity.
- Recognize ESL students' stages of academic development.
- Provide academic language support, especially in vocabulary and nursing jargon.
- Apply teaching strategies during lessons that accommodate ESL students.
- Formulate adjustments in general course content, making content comprehensible to ESL students.

Achieving these goals in the PDWS and over time will mean that faculty will become better informed about the unique needs of ESL students and will provide more of the appropriate academic support. This will help to increase retention of ESL student population and to increase the number of minority nurses to provide healthcare services in a society that is continuously increasing in diversity. For a diverse group of educators to be successful in pursuing a common goal, educators require cultural-awareness training, including the tools that they will use to diffuse any tensions that may arise (Singaram, van der Vleuten, Stevens & Dolmans, 2010).

I selected a PDWS for my project in order to address the contributing factors to the academic problems plaguing the ESL students as revealed by findings from my research. The four themes that emerged from faculty and ESL student's participants consistently indicated that members of faculty need further training. The proposed training will focus on cultural awareness and sensitivity, on skills and knowledge to handle the academic needs of ESL students, on lesson planning to accommodate ESL students, and on the types of support and resources necessary for this student population.

The U.S. Department of education stressed in 2007 that the most critical factor in improving the academic outcome of students are teachers (Aghajanian & Cong, 2012; Rodriguez & McKay, 2010). A major tool in improving teachers' skills, knowledge, and lifelong learning is professional development (Rodriguez & McKay, 2010). As stated earlier, teaching involves lifelong learning; for this reason, consistent professional development is the key to ESL students' academic success (Calderon, Slavin & Sánchez, 2011; Rodriguez & McKay, 2010).

### **Rationale**

As stated in Section 2, the findings from my research suggest the need for further education of the faculty with a PDWS to provide the knowledge and skills paramount in effective teaching and to provide adequate support for the learning of ESL students. The PDWS focus will be on addressing the four themes which emerged from my research findings and which involve the perceptions of both the ESL students and the faculty participants; those themes were the following: (a) faculty members' lack of cultural sensitivity and awareness, (b) faculty members' lack of knowledge of ESL academic development, (c) low level of faculty use of teaching strategies that accommodate a diverse student population, and (d) lack of academic language support in courses. Further education for members of the faculty on how to facilitate the learning of a diverse student population could benefit the nursing program. This PDWS will educate faculty on how to apply selected simple elements of the NURS model and the SIOP model, both instructional frameworks to help faculty develop effective teaching materials and teaching practices for ESLs and all students (Echevarria, Vogt, & Short 2013; Vogt & Echevarria, 2008).

In addressing the issues of cultural values and beliefs, Jeffreys (2012) highlighted that it is important nurse educators are aware that “all students belong to one or more cultural groups before entering nursing education and therefore bring their patterns of learned values, beliefs and behaviors into the academic and professional settings” (p.55). Members of a nursing faculty need to fully understand that in order to provide a learning environment that will cultivate and facilitate ESL students’ learning, faculty must begin with understanding the implications of cultural values on how students behave and learn (Brown, 2008; Jeffreys, 2012). With the continuous increase in immigrant students in the nursing program, members of the faculty need to be aware that the same approaches used in communication, counseling, teaching, and offering support with native English-speaking students would not be effective with ESL students (Jeffreys, 2012). PDWS will educate members of the faculty on knowledge, skills, and teaching and learning materials that would assist faculty in establishing a culturally congruent learning environment, and relate to ESL students on a holistic level (Brown, 2008; Jeffreys, 2012). Use of frameworks and strategies from these two models will also be included in the project in order to introduce pedagogical methods that were found lacking in the nursing program as mentioned in the four themes.

One workshop focus will be on the application of Cummins' theory as included in some components of the SIOP model. Faculty will learn simple but necessary strategies to include in their lesson plans and course planning. Another focus of the PDWS will be to acquaint the nursing faculty with the research findings in their profession that produced the NURS model and why some of those elements and strategies will be useful to add to their classes. Based on evidence from the literature, it is important that non-

traditional students feel they are part of an inclusive learning environment in order to maximize the academic potential of the ESL students' population (Doley, 2013). These two models speak to the incorporation of evidenced-based teaching strategies into course content to allow classroom activity to be more inclusive of ESL students, stimulating and creating a more participatory learning environment (Echevarria et al., 2013; Jeffreys, 2012; Vogt & Echevarria, 2008). Applying these models teaches educators how to develop content based on learners' language acquisition levels and abilities. These models are in line with the conceptual frameworks that guided my project. The models and frameworks in this Section 3 literature review include evidence-based culturally and linguistically sensitive strategies and best practices that allow the second language learners to utilize resources and that provide faculty with support to increase their competency in offering academic second language learning in their courses.

One conceptual framework that affords the members of the faculty time-tested best practices is one that Ladson-Billings (1995) referred to as a practice to produce "culturally compatible" (p.467) pedagogy educators. Some of the best practices are strategies of the SIOP model that would be included in the PDWS. The frameworks that guided the research for the project as outlined throughout this document would guide faculty toward developing and executing a more "culturally compatible" (p.467) instructional content and strategies in ways that could improve the academic success and the retention of ESL students. Based on the findings from my research study, members of the nursing faculty would benefit from training guided by the models and conceptual frameworks discussed. The training would provide further enlightenment to members of the faculty on improving cultural competency, sensitivity, knowledge of academic needs,

teaching strategies, academic resources, and guidance that could enhance the academic success of ESL students as faculty learn to present more comprehensible lessons to ESL students and to all students in their courses.

### **Review of the Literature**

Databases I used to search articles for my literature review were ProQuest, NIH, SAGE, and ERIC. Some of the terms used in the search were as follows: *CALLA*, *SIOP*, *SDAIE methods and strategies*, and *English as second language learners in nursing program*, *second language acquisition*, *professional development for nurse educators*, *teaching strategies for ESL students*, *cultural awareness*, *cultural sensitivity*, *cultural competency*, *culturally appropriate pedagogy*, *mentoring nursing students*, *cultural competency nursing care*, *tutoring and ESL students*, *academic needs of ESL students*, *CINAHL PLUS*, *MEDLINE*, *CINAHL*, *Ovid Nursing Journals*, and *academic support for ESL students*. The most current articles retrieved from the listed databases provided documents that informed and supported the development of my project. Primary and secondary information sources were used to support my project development.

The themes that arose from my research based on ESL students and faculty showed that members of the faculty lack cultural awareness and sensitivity and lack the knowledge and skills paramount to effectively facilitate and support the learning of ESL students. Further education for members of the faculty on how to facilitate the learning of a diverse student population could benefit the nursing program. A mandatory training program would help the faculty to learn how culture affects the academic development of ESL students; such a program would provide skills the faculty need to develop teaching content from an entire-world view, rather than teaching materials based on a single

country's view. A PDWS can prepare the faculty to identify the academic needs of ESL students (Salamonson, Koch, Weaver, Everett & Jackson, 2009). The faculty training will include use of the NURS model assessment tool in order to identify factors contributing to the attrition of ESL students as well a comprehensive intervention to address the contributing factors (Jeffreys, 2012). This tool will be used with permission.

A previous research study by Bindon and Davenport (2013) on factors contributing to academic success of ESL students showed members of a faculty requesting a PDWS. The educators affirmed the PDWS provided additional knowledge of cultural diversity and academic considerations in teaching their ESL student population needed to enhance the academic success of ESL students in the learning environment (Bindon and Davenport 2013; Donnelly, McKiel & Hwang 2009). A PDWS will educate the nursing faculty on how to apply the SIOP and NURS models to address the research findings, which are based on ESL students' perceptions of their experiences in the local nursing program. Application of these models teach educators how to develop content based on learners' language acquisition levels and abilities.

These models are relevant to what my research has revealed about the ESL students' perceptions, which include impressions of faculty's lack of cultural awareness and sensitivity; faculty's lack of awareness of ESL learning styles and academic challenges; faculty's lack of acceptance of students' uniqueness; and a need for more accommodating teaching strategies and additional academic resources, including the need for test-taking-strategy lessons, academic language support (avoiding the use of slang and assisting in vocabulary learning), peer mentoring, and tutoring. Strategies from these models are also significant in providing further training on what is lacking in the faculty



approach to these students. These particular education models will improve faculty knowledge on these findings. SDAIE methods and strategies teach faculty about incorporating other learning methods, such as the multiple intelligence method (Gardner & Moran, 2006), into their teaching strategies to create and promote a student-centered learning environment (Johansen, 1998; Cline & Neochea, 2003). Strategies used in the SDAIE and CALLA models are also included in the SIOP model and will be included in this project.

Mastering elements of the SIOP and the NURS models is significant for the ESL students and the faculty in this nursing program in order for ESL students to achieve academic success in the program (Cline & Neochea, 2003; Jeffreys, 2012; Johansen, 1998,). The SIOP model guides the ESL instructors in developing holistic teaching strategies. SIOP teaching methods stress the importance of culture, language, interaction with the learning environment, and guidance from the educators in facilitating learning. The SIOP was developed with the understanding that culture and social environments significantly influence learning (Vygotsky, 1996; Echevarria, Vogt, & Short, 2013; Bastable, 2003). When the SIOP model is applied consistently to teaching, it provides the American academic language support needed by ESL students to improve their academic outcomes. The NURS model's focus is solely on the retention of nontraditional students in a nursing program. The NURS model was developed with an assessment tool to identify factors contributing to the attrition of ESL students as well as a comprehensive intervention to address the contributing factors (Jeffreys, 2012).

### **Improvement of Faculty Cultural Awareness and Sensitivity**

The majority of the members of the faculty in the nursing program are native English speakers and have the same cultural background and experiences, which creates a lack of cultural awareness regarding the ESL student population. The outcomes of the PDWS could result in a transformation of faculty members. The transformational learning theory (TLT) of Mezirow (1979) is based on how adult learners apply what is learned to derive meaning from life events. The theme of this theory is change. The change involves three stages: critical reflection on previous beliefs, opportunity for dialogue that will help create understanding of the event, and a plan for how to apply the new beliefs in one's life. Transformative learning will be appropriate for a PDWS that will train members of the faculty of the nursing program. TLT is suitable for this project because a specific event is not required to initiate a change in the culture of the program and because this change in the culture of the local nursing program is overdue.

Mezirow (1997) explained that a crucial characteristic of being human is that it is imperative that human beings are able to understand and make sense of a specific life experience (Wlodkowski, 2008). Creating opportunities for a new experience, providing means to understand the experience, and providing the guidance required to modify previous understanding with new meaning is basic to adult learning (Wlodkowski, 2008). Beginning from the first day of the PDWS, I would apply aspects of TLT. To assess what the members of the faculty already know about their ESL student population, a pre-self-assessment of cultural awareness (Jeffreys, 2012) and current teaching strategies used would be administered (see Appendix A for pre-assessment documents).

Members of the faculty would participate in various activities that may provide new insight, broaden their knowledge about cultural competency, and introduce best teaching practices by educators of ESL students. Activities would include the following: presentation of my research findings, a YouTube video on ESL students' perspectives on learning in American classrooms, reading assignments, group discussions, and sharing of new learning. The learning activities could enhance the process of making meaning out of the PDWS experiences and in applying the newly acquired skills and knowledge to develop course content that would be inclusive of the ESL student population (Wlodkowski, 2008).

The faculty in the local nursing program claim that all students are treated as equals, but my findings showed that the ESL students' learning needs are different from the needs of native English-speaking students. The nursing program needs to do more to address the inequality that exists between ESL students and native English-speaking students, to ensure representation and inclusion of ESL students (Lauring, 2009). Hooks (2003) perceived teaching and learning as expressions of love from human to human and explained the following:

All meaningful love relations empower each person engaged in the mutual practice of partnership. Between teacher and student love makes recognition possible; it offers a place where the intersection of academic striving meets the overall striving to be psychologically whole.... Love in the classroom prepares teachers and students to open our minds and hearts. It is the foundation on which every learning community can be created. Teachers need not fear that practicing love in the classroom will lead to favoritism. Love will always move us away

from domination in all its forms. Love will challenge and change us. (Merriam et al., 2006, pp. 312)

The findings from my research offer more light on to the difficulties and challenges nurse educators face in providing culturally competent nursing education in this nursing program, and the experiences of the faculty are not isolated. Morton-Miller (2013) asserted that because the majority of nursing faculties in the United States are white, middle aged, and female, they are unknowingly perpetuating cultural intolerance because of their lack of awareness. There is a need for change in nursing education to accommodate growing diversity. In order for nursing faculty to truly commit to facilitating cultural competency in nursing, there has to be more of a personal and institutional dedication (Morton-Miller, 2013; Gilliss, Powell & Carter, 2010). Additional cultural awareness training could enhance faculty sensitivity toward the academic struggles of ESL students and enhance the teaching and learning relationship.

If the nursing faculty are equipped with added cultural competency, they will be able to positively affect the achievement of nursing students and cultivate a culturally competent workforce (Montenery, Jones, Perry, Ross, & Zoucha, 2013). Cultural awareness and competency could increase greatly in faculty members after completing the PDWS (Greenberg, 2013). The nursing faculty must provide greater and more culturally-sensitive support in order to ensure the success of ESL students; therefore, educating the faculty is essential in this process. These elements will lead to growth in the retention and graduation rates of ESL students, leading to a diversified nursing workforce (Greenberg, 2013; Singaram, van der Vleuten, Stevens & Dolmans, 2010).

In order for nurse educators to promote a positive learning environment based on cultural competency, they must first assess their own cultural beliefs and become more aware of their pedagogical platform. This assessment survey will be taken in a faculty meeting before the PDWS (Nzai & Feng, 2014). The PDWS will educate faculty on the need to obtain knowledge about the cultures of their student population in order to be aware of stereotypes that may hinder a positive learning environment (Adeniran & Smith-Glasgow, 2010; Thompson, 2013). Cultural awareness will foster inclusiveness. The PDWS will educate faculty to become culturally responsive and use the culture of their students as a framework to bridge the gap between what they already know and what they need to learn (Adeniran & Smith-Glasgow, 2010; Gilliss, Powell & Carter 2010).

Allen (2009) emphasized that providing nurses with cross-cultural education with a concentration on culture and antiracism can lead to the creation of cross-cultural health systems ready to serve a diverse population. Several scholars confirmed that cross-cultural teaching interventions are effective in promoting cultural competency and in facilitating tolerance in nursing school (Hansen & Beaver, 2012; Loftin, Newmans, Gilden, & Bond, 2012; Montenery, Jones, Perry, Ross & Zoucha, 2013). Although cross-cultural education alone will not eradicate racism, it is imperative that true progress begin with effective cultural awareness and sensitivity (Allen, 2009). The PDWS will begin the discussion about what topics, concepts, and skills curriculum development should include—creating learning opportunities with an emphasis on culture and diversity (Allen, 2009; Thompson, 2013). The most important step towards helping the members of the faculty in the program to effectively facilitate the learning of the diverse student population, including the ESL students, is to provide cultural awareness and sensitivity

education to faculty along with self-assessment of cultural sensitivity (Allen, 2009; Hansen & Beaver, 2012; Parsons, 2010; Rorrer & Furr, 2009, 2012; Nzai & Feng 2014).

Nzai's 2009 Cultural Competency Inventory Instrument will be utilized as a pre-workshop individual self-assessment of our nursing faculty's cultural sensitivity for finding which stage each instructor fits into for the common cultural competency stages. The survey may take about 50 minutes to complete. See this survey instrument in Appendix I. This survey instrument was developed in 2009 by Ekiaka Nzai for nursing education research to establish the cultural competency of participants during a study and then later reported as part of a larger study on becoming cultural insiders (Nzai & Feng, 2014). Participants will be informed that their responses to some of the survey items will be analyzed and that the results will be shared with them by the last day of workshop.

Participants will be asked to take the pre-workshop self-assessment early for two reasons: (a) the survey instrument consists of 49 questions that require concentration and deep thinking, and (b) the survey may require up to one hour to be completed. I will explain to participants that a post-workshop self-assessment will not be necessary because it takes time for an individual to move from stage to stage and thus, until later in the school year, participants will not be asked to take a follow up self-assessment. Nzai and Feng (2014) highlighted that Bennett's theory of intercultural sensitivity stages (1986, 1993) is one of the theories and the concept upon which this instrument is based.

The ESL student participants in my research made clear that members of the faculty did not understand the ESL students and for that reason were not able to provide the needed support. Four out of the five faculty participants emphasized clearly that language barriers cannot be blamed completely for all of the academic language struggles

of ESL students; rather, cultural differences contribute significantly to these struggles. Faculty agreed that they felt ill prepared to tackle a culturally diverse student population (Donnelly et al., 2008). It is important that the communication between faculty and students improve in order to minimize the cultural confusion that contributes to the poor performance of ESL students. Four out of five faculty admitted that the challenges faced by ESL students are primarily caused by a lack of support at the institutional and structural levels (Donnelly et al., 2008).

Boughton, Halliday, and Brown (2010) conducted a qualitative evaluation of the outcomes of a support program specifically designed for culturally and linguistically diverse (CALD) nursing students at an Australian university through 13 semi-structured interviews. The authors described the program and highlighted its importance in the academic success of CALD students. The program was created in order to increase student fulfillment by dealing with the academic, communication, and interpersonal obstacles, in order to reduce their impact on CALD students' academic achievement and their performance in clinical placement. Boughton et al. (2010) identified interactive delivery, activities in small groups, and the use of video clips, reflective feedback sessions and open discussions as strategies that would provide needed academic support to CALD students. Through the interviews, the authors concluded that the program was successful overall. The program provided a safe haven for CALD students to strengthen their skills and increase their knowledge in a culturally sensitive setting. They were also able to take advantage of much needed social support from students with similar challenges and their instructors outside the normal academic setting. Lastly, Boughton et al. (2010) stated that the program gave CALD students a forum to practice Australian

idioms and slang terms as well as discuss scenarios that may occur in a clinical arena.

This equipped the CALD student with the necessary tools to communicate effectively in a patient care setting (Gilliss, Powell & Carter, 2010; Boonkit, 2010).

### **Improvement of Faculty Knowledge and Lesson Planning Skills**

Actions to improve the successful academic outcome of ESL students in the nursing program will need to begin with the faculty. The members of the faculty need to have an understanding of the stages of language acquisition, most especially the difference between social language proficiency and academic language proficiency. Mahoney and Schamber, (2004) described Cummins' (1981) two stages as basic interpersonal communication (BIC) and cognitive academic language proficiency (CALP). According to Mahoney, and Schamber, 2004, Cummins' (1981), in the BIC stage, ESL students could interact with others in the second language very well socially, and could significantly contribute to the social situation under discussion. On other hand, the same ESL student might need comprehensive academic language support to understand course content (Price & Nelson, 2011, p. 34-37). Acquiring second language proficiency takes five to nine years; fluency in verbal communication in English is not necessarily an indication that the ESL student has acquired academic English. Therefore, even fluent speakers would require second language resources (Price & Nelson, 2011; Echevarria et al., 2013).

It is clear that most ESL students lack the luxury to wait five to seven years to master English language to begin college education; rather, ESL students must learn to be proficient in the English language and take college courses at the same time. The faculty need a uniform effective instructional method to develop better pedagogy skills and to



implement the course content in a nurturing learning environment. The sheltered instruction observation protocol (SIOP) is a model that has been shown through research to have effectively improved the academic outcomes of ESL students wherever it has been implemented by teachers who are trained to use its components well (Echevarria et al., 2013; Salcedo, 2010; Short, Fidelman & Louguit, 2012).

The SIOP model is widely used in the United States and many other countries (Vogt & Echevarria, 2008). The SIOP model consists of eight components: preparation, building background, comprehensible input, strategies, interaction, practice and application, lesson delivery, and review and assessment (Echevarria et al., 2013). The focus of the PDWS will be to apply the SIOP model to provide faculty with knowledge to identify some of the basic academic language needs of their ESL students and to incorporate some of the eight components of SIOP—at first during this PDWS—into teaching strategies added to their lesson plans in order to accommodate ESL student learners. See the “Cheat Sheet on Lesson Plan for Diverse Classroom,” a handout for faculty in Appendix A, which outlines ways that Cummins' theory can be adapted in the eight components of the SIOP model to suit our nursing program. Some important aspects of making lesson material comprehensible for ESL students are the approaches involved in implementing certain strategies in lesson plans and in using and offering comprehensible vocabulary. The eight components allow metacognitive approaches to be included in course content, and the feasibility components permit the inclusion of existing applicable teaching methods (Vogt & Echevarria, 2008; Cobb, 2004).

Abriam-Yago and Katoka-Yahiro (1999) presented an extensive outline of how Cummins' model of language acquisition could help nursing faculty address the language

issues of ESL students. As mentioned, the Cummins model of language acquisition is based on two types of language proficiency, which include basic interpersonal communication skills (used every day in face-to-face conversation) and cognitive language proficiency (academic English used in class discussion and lectures). The Cummins theoretical model of language acquisition states that language proficiency can be conceptualized along two continua. The first continuum makes the distinction between context-embedded and context-reduced communicative situations. Context embedded situations contain contextual clues, such as facial expressions, gestures, and feedback from the person being communicated with. Context-reduced situations occur in a classroom setting during lectures or while studying from textbooks where many fewer contextual clues are present.

The second continuum focuses on cognitively undemanding communicative situations, which are subconscious and are occurring during everyday life, and on cognitively demanding situations, which require language comprehension and focus. The goal of the Cummins model is to move cognitively demanding content from a context-reduced position to a context-embedded position in the continua in order to increase the student comprehension (Abriam-Yago & Katoka-Yahiro, 1999; Kwon & Lee, 2010). Cummins also highlighted the importance of establishing an empowering relationship instead of a disabling relationship with students in order to enhance the learning and participation of ESL students.

In order for ESL student to succeed academically, members of the nursing faculty need to be proactive as well as supportive when dealing with the language challenges these students face (Starr, 2009; Thompson, 2013). Graduating ESL student nurses is

essential to caring for an increasingly diverse population, and the responsibility lies with the nursing instructors to meet those students' unique learning needs (Starr, 2009). ESL students should be equipped with study skills to combat the academic difficulties faced in their college (Suliman & Tadros 2011). In addition, faculty need to have the knowledge to help ESL students by explaining new vocabulary, including visuals, providing guided notes, modifying and using a variety of assessment methods besides multiple-choice, and adopting a non-judgmental approach toward the teaching and grading of ESL students' academic work (Bifuh-Ambe, 2009; Araujo, 2011).

To enhance successful academic outcomes for ESL students, Hansen and Beaver (2012) emphasized that in order for ESL students to improve their academic language skills, they should be guided to focus on all four components of language comprehension including reading, listening, speaking, and writing. The instructors have a significant role in aiding ESL students in their transition to an active education model from the students' prior education models in other countries or institutions. Faculty should assist ESL students to develop effective study strategies that are aligned with learning medical vocabulary and procedures. Hansen and Beaver (2012) identify faculty support as the most meaningful contributor to the success of ESL students and to the cultivating of a diverse workforce to care for an increasingly diverse population.

ESL students in my research study expressed the desire to feel more welcome, more included, more supported, and more understood by the faculty. The PDWS will educate faculty to increase classroom participation to create a safe, comfortable environment where students will feel free to pose questions (Loftin et al., 2010). Several studies have suggested strategies that will reduce acculturative stressors and will facilitate

the learning of ESL students; these studies indicate that faculty tailoring their teaching strategies to be culturally sensitive will create a supportive environment that will foster positive educational outcomes for ESL students (Loftin, et al., 2010; Thompson, 2013).

Studies further suggest that in order for faculty to cultivate this positive learning environment for international students, they must begin with cultural awareness and respect. Faculty members should make the effort to understand cultural backgrounds, learning cultures, foreign learning styles and to prepare culturally sensitive material to produce trusting relationships with ESL students (Adeniran & Smith-Glasgow, 2010; Heming & Nandagopal, 2011; Miguel, Townsend & Waters, 2013). Effective strategies include pacing lectures, allowing the recording of lectures, encouraging the concurrent use of a slide handout during a lecture, suggesting the utilization of podcasts or audio while reading written material, and incorporating pictures or handouts (Thompson, 2013). Nursing faculty should devote extra time to observing classroom dynamics during discussions and talk to ESL students after class in case further clarification is needed (Thompson, 2013).

### **Implementation**

Based on my research findings, I developed this PDWS using components of SIOP, TLT, and NURS models to address faculty members' lack of cultural awareness and sensitivity, lack of knowledge and skills to develop instructional content to accommodate ESL students, and lack of academic support for the ESL student population in the nursing program. Application of Mezirow's (1997) transformational learning theory (TLT) allows learners to apply the newly acquired knowledge to assess previous professional and educational practices. After evaluation of prior practices, the learner can

be transformed into a higher critical thinking scholar and can be better prepared to make educated decisions in generating ideas and materials that are related to professional and educational endeavors. The members of the faculty could employ the newly acquired knowledge from the PDWS to transform their lesson plans and approaches into best practices to create a higher level of functioning in the diverse student population. Faculty could do this by developing teaching content that is inclusive of ESL learners and optimizes opportunities to improve the academic performance of ESL learners, thereby possibly increasing the graduation rate of the ESL population of the nursing program. The next step will be to consult with the director of nursing about the implementation for the PDWS; I will suggest a time frame as well as feasible times to hold the PDWS, keeping the academic calendar and faculty responsibilities in mind. The PDWs will then be implemented upon approval.

### **Potential Resources and Existing Supports**

Potentially, the dean of health and sciences and the director of nursing could provide financial support for the implementation of the PDWS. As the facilitator, I will arrange for the location of the PDWS within the campus, with permission from the dean. I will solicit grant money from the dean, who is very supportive of any step taken toward bridging academic gaps between sectors of the student population. The grant money will provide financial support to purchase books and other materials that will be used during the PDWS, and that faculty may use as references after the PDWS as well as to provide refreshments during the workshop.

Several supports are already in place that would work in favor of PDWS implementation. The nursing department already has a mandatory faculty meeting once a

month along with an established professional development week at the beginning of each semester and at the end of the semester. In addition, the president of the college announced her support (personal communication, August 20, 2014) initiatives aimed at closing the gap between minority and non-minority student populations. The PDWS will be scheduled for three days during a professional week. Space and the necessary classroom technology will be available for all the activities. The dean of nursing encourages faculty to pursue higher learning and to embark on realistic projects for the benefit of students. In addition, the faculty participants in my research study and several other faculty and staff will collaborate to ensure the success of the PDWS.

### **Potential Barriers**

There are always some faculty members who will resist change. One way to preempt resistance is to begin working on the changes from top down, meaning the support of the dean and director of health and sciences will be crucial. The dean of nursing would have to make the taking the survey in a faculty meeting before the PDWS and make attendance at the PDWS mandatory for all faculty and staff. A mandatory PDWS will maximize cooperation from members of the faculty. To discourage resistance, the workshop will be held during our professional development week when all members of the faculty are expected to be out of class and on campus attending various workshops and continuing education sessions.

### **Workshop Implementation and Timetable**

Once I have the approval of the Director of Health and Sciences and the Dean of Nursing for this PDWS, along with collaboration with the stakeholders and nursing administrators who all provide support for implementation of the project, then this 3-day

PDWS can begin for all staff and faculty in our nursing program. The implementation plan for the PDWS is for three consecutive days during the professional week at the beginning of the semester before classes start for students. The three days will be spent in discussion and hands-on activities that lead to and include adjusting current lesson plans to plans with additional details that accommodate ESL students. The 18 hours of this 3-day professional workshop will involve collaboration among faculty and staff as they reflect and communicate with one another. Included in each day's workshop hours will be short breaks and a lunch break.

Once the PDWS is approved for implementation by the dean and the director of nursing, the professional development workshop will begin the first week of fall semester. The first week of fall is professional week, dedicated to faculty and staff meetings as well as opportunities for professional development. The three days for holding the PDWS (Wednesday, Thursday, and Friday) were selected to prevent conflict with members of faculty attending the semester opening and the discipline meetings.

Every day of the three days will include the following timetable: three 2-hour interaction activity sessions, a 15-minute break following the first session, and at the end of the second session a 45-minute lunch break. The interactive activities in all sessions will be guided by the SIOP model (Vogt & Echevarria, 2008) interactive learning resources. The participants will be informed of the overall goal of the PDWS on the first day, and other sessions will start with the learning objectives that pertain to each session. Each session will begin with reflection or an icebreaker to evaluate participants' learning in the previous session and to facilitate the connection of learning to practice. During each session, there will be a brief PowerPoint presentation, interactive learning activities,

homework that will enhance the connection of program learning to practice, and time set aside to enable reflection on prior experience. Participants will have an opportunity to provide feedback by responding to a short evaluation survey at the end of each day. Feedback from participants will guide the modification of the next session as needed. At the end of the 3-day PDWS, a summative evaluation will be provided for participants' responses, in addition the formative evaluation survey administered for each day of the PDWS.

The outline of the timetable will be as follows:

#### Day One

from 8:00 am to 3:00 pm

##### Session 1: Introduction to the Professional Development Workshop

Objective: Outline the theoretical foundations, intended outcomes, and learning objectives

##### Session 2: Cultural Awareness and Sensitivity

Objective: Recognize the relationship of culture to learning, how culture influences life experiences as it relates to learning.

12:00 noon - 12:45 pm Lunch Break

##### Session 3: Relate Culture to Academic Needs of ESL Students

Objective: Identify strategies to adapt lesson plans appropriate for the diverse student population

#### Day Two

from 8:00 am to 3:00 pm

##### Session 1: Adapting Teaching to Reflect Cultural Awareness

Objective: Identify strategies to adapt lesson plans appropriate for the diverse student population

##### Session 2: Adjusting Current Lesson Plan

Objective: Transform previous objectives and learning materials



12:00 noon - 12:45 pm Lunch Break

### Session 3: Changing Perceptions

Objective: Transform previous objectives and learning materials

Day Three  
from 8:00 am to 3:00 pm

### Session 1: Action Plan Incorporating New Knowledge

Objective: Design an action plan on how to further incorporate the new knowledge into teaching materials.

### Session 2: Application of the Eight Components of the SIOP Model

Objective: Design an action plan on how to further incorporate the new knowledge into teaching materials, with specific emphasis on the SIOP model components

12:00 noon - 12:45 pm Lunch Break

### Session 3: Adjusting Current Lesson Plan with New Knowledge and Reflection

Objective: Complete action plan on how to incorporate the new knowledge into teaching materials and reflect on workshop experience

## **Roles and Responsibilities of Student and Others**

My main goal for the PDWS is that faculty will gain added cultural competency, skills, knowledge, understanding vital to developing comprehensible course content and to gain this in a sheltered instructional environment to enhance the academic success of ESL students. As the researcher and the one responsible for this PDWS, I will take on the role of the practitioner. I will ensure that learning is going according to plan, that all participants are comfortable, and that the environment is nonthreatening. I will handle all unexpected predicaments, and I will provide answers to questions from participants. I will encourage participants, including the dean of nursing, to begin discussion on how the new skills, knowledge, and understanding could be implemented in teaching.

## **Project Evaluation**

The purpose of the PDWS I have developed is to contribute to the training of the nursing faculty so that they may acquire cultural awareness, skills, and knowledge of strategies and then may do the following: integrate ESL-sensitive materials and approaches into course content and lesson plans, provide academic language support for ESL students, and enrich the learning of their native English-speaking students at the same time. The self-evaluation cultural competency survey taken before this PDWS, along with the objectives and the desired outcomes were developed before the PDWS implementation, and the evaluations will be administered before, during, and at the conclusion of the PDWS. Use of these evaluation documents will all serve as a benchmark for where the participants are regarding the objectives that the PDWS is intended to meet. In addition to the post self-evaluation that will be administered after the PDWS, a survey questionnaire will evaluate the participants' perceptions of the PDWS at the end of the PDWS (Spaulding, 2008). Instructions include "Please rate the following session objectives and evaluation suggestions on the scantron evaluation forms provided for you. Use a scale from A to E, with A meaning 'Strongly Agree' and with E meaning 'Strongly Disagree.' Please write any comments you may have on the back of the form in the appropriate box" (see Appendix A for evaluation documents).

## **Implications for Social Change**

### **Local Community**

The themes from my findings indicate that faculty members would benefit from training that would provide further knowledge on cultural competency, sensitivity, knowledge of the academic needs of ESL students, crucial academic resources for ESL

students, and on how to provide guidance that enhances academic success of ESL students. My project may guide the members of faculty to work together to assist a higher number of ESL students in this program in achieving their goals of becoming registered nurses. The themes listed above are instrumental in my choice of training. The PDWS will provide knowledge on content development to include best practices with emphasis on effectively teaching special vocabularies (definitions of nursing and medical terminologies) and the importance of students using an academic collocation dictionary (*Longman Advanced American Dictionary*, 3<sup>rd</sup> ed., 2013; *Oxford Collocations Dictionary*, 2009).

The project could provide an opportunity for faculty members to acquire added knowledge and insights to help close the academic gap that currently exists between ESL students and native English-speaking students in the program. According to Gilliss, Powell, and Carter (2010), in the report “Missing Persons: Minorities in the Health Profession” (Sullivan Commission, 2004)—in which the state of diversity in the healthcare workforce was compared to the U.S. population—a major overhaul is needed in the current structure of healthcare providers’ education to minimize barriers plaguing minorities in nursing schools with diverse populations (Gilliss, Powell & Carter, 2010; Doley, 2013). Gilliss, Powell, and Carter (2009), conducted a study that was aimed at investigating three crucial ideas in the healthcare field.

The focus of the study was to evaluate the claim that healthcare disparities would diminish if the racial/ethnic demographic of the nursing workforce were more diverse. The study surveyed the most recent evidence-based practices that have led to success in care environments that focused on creating a more diverse nursing workforce. The

evidence evaluated by Gilliss, Powell, and Carter (2009) supported claims that providing minority patients with the chance to be cared for by a practitioner with whom they share a common race, religion, or language will lead to an improvement in public health.

Providing extended mentorship, financial support, cultural competence, and programs tailored to minority students could aid in the recruitment of minority nurses into the nursing workforce (Gilliss, Powell & Carter 2009).

If this PDWS is successful, it may result in faculty and staff becoming more culturally aware and culturally competent in our nursing program. When the members of the faculty acquire cultural competency, they should become better at evaluating situations that arise in diverse classrooms, in counseling ESL students, and in other interactions with their students. In addition to acquiring cultural competency, members of the faculty require knowledge and awareness in fostering a learning environment that is inclusive of academic language acquisition. Awareness of language acquisition may result in improved academic outcomes for all the nursing students, especially the ESL students, whose word skills and testing skills required for graduation may also increase. This added preparation may lead to safer learning environments, allowing ESL students and educators to establish a common understanding that is based on identification, acknowledgement, acceptance, and accommodation of cultural differences.

### **Far-Reaching: How Might these Findings Be Important in the Larger Context?**

The priority in nursing is to provide patients with quality healthcare that is congruent with patients' cultural and health beliefs. Social, cultural and ethnic differences currently prevent patients from building a trusting relationship with healthcare providers. This leads to the avoidance of seeking healthcare in a timely manner. In addition, it

prevents patients from sharing critical health history that is important in formulating nursing diagnoses and an appropriate plan of nursing. The majority of the ESL populations in our communities are at higher risk of developing certain diseases. Providing the additional training needed for members of the nursing faculty on steps to adapt teaching content to be inclusive of ESL students may improve the academic performance of the ESL population. Academic improvement among ESL students may increase the graduation rates of ESL students from the local nursing program, which may considerably increase the number of minority nurses in U.S. healthcare and improve the minority-patient population's quality of life (Doley, 2013).

### **Conclusion**

The long lasting benefits from this PDWS may result in increasing faculty members' knowledge, skills, understanding, and change in attitude; these benefits may ultimately improve the academic outcome of ESL students in the nursing program as the faculty are transformed by new knowledge and the application of best practices for educating ESL students. The PDWS may provide stakeholders and nursing administrators the opportunity to participate in activities that may result in social change brought about by the increased academic achievement of ESL students. This positive social change could make a difference in the lives of the diverse U.S. population (Walden University social change, 2015, Social Change at Walden University). In the next section I discuss my reflections on the PDWS project and the conclusion.

## Section 4: Reflection and Conclusions

### **Introduction**

In this last section, I will discuss my reflections and conclusions related to developing this project study. The purpose of my study was to gain insight into the factors that contribute to the academic success of ESL students in a nursing program. My inspiration to carry out this study was the hope that my research could contribute to the retention of ESL students and increase the number of minority nurses who will provide care for a diverse population. The research questions that formed the basis for my study included asking: to what factors ESL students and faculty attributed the academic success and retention of ESL students in their community college nursing program.

The objectives of this section are to address my reflections and experiences regarding my study as a first time researcher and to outline how the four themes from my findings provided the foundation for my project study. The four themes reflected are (a) faculty members lack cultural awareness and sensitivity; (b) faculty members lack knowledge of the academic needs of ESL students; (c) faculty members lack knowledge of teaching strategies for ESL students; and (d) there is a lack of supportive academic resources that enhance the academic success of ESL students. This section will also outline the steps I followed in developing my project to address the findings from my study and will reflect on my growth as a scholar, practitioner, and project developer. I will discuss the impact this project will have on social change, its implications, and my suggestions for future study.

### **Project Strengths**

This project study was guided by the theoretical frameworks of Cummins' contextual interaction theory (1981, 2000), and Freire's (1970) and Mezirow's

transformative learning theory (1991). The input of my research participants on improving the academic performance of ESL students gave me the blueprint to include models such as the SIOP (Echevarria et al., 2013; Vogt & Echevarria, 2008) and NURS (Jeffreys, 2012). These theories and models guided me to develop a project that will help me to bring about faculty learning transformation from lack of cultural awareness, knowledge, and skills to greater cultural and pedagogical competence in educating ESL and other students. During the PDWS members of faculty will have the opportunity to engage in activities guided by the SIOP model and the NURS model. By the end of the 3-day workshop, members of the faculty will be able to work together in evaluating their previous teaching practices and in applying the newly acquired best-practices knowledge to transform their lesson plans and courses. The activities during the workshop training will provide experiences that may enhance the teaching preparedness of members of the faculty in working with diverse student populations and may help ESL students in achieving academic improvement. In the beginning of the workshop, training will be given on the relationship between culture and how a person learns, among other things. As the facilitator, I will refer to some common stages found in Bennett's intercultural communication model and as reflected in items the Nzai and Feng (2014) cultural competency survey (in Appendix I) for evaluating faculty members on cultural awareness. Faculty responses in the pre-workshop survey can help establish a base line for each faculty member's approximate current level of awareness and competency.

### **Bennett's Intercultural Communication Model**

Intercultural communication as described by Bennett (1998) is "communication between people of different cultures" (p. 92). Cultures according to Bennett (1998) ...

“are different in languages, behavior patterns, and values” (p. 2). Bennett (1998) stressed that because culture determines the manner in which individuals perceive situations, behaviors, and how individuals communicate, communication in a diverse environment must consider cultural differences. Bennett warned, “an attempt to use one’s self as a predictor of shared assumptions and responses to messages is unlikely to work” (p. 2). Currently, in the nursing program that is the focus of this project, diversity is neither being taken into consideration to design a retention program nor is it taken into consideration in designing evaluation of learning. The only major method of evaluation of students’ learning is the multiple-choice examination. Bennett explained that culturally competent institutions approach issues from a subjective culture perspective rather than from an objective cultural viewpoint. In subjective culture, organizations take into consideration the diversity in the environment; they acknowledge and respect the uniqueness of all individuals in the institution, based on the behavior and thinking of the group members, rather than the institution itself (Bennett, 1998).

The definition of “...subjective culture is learned and shared patterns of beliefs, behaviors, and values of groups of interacting people” (Bennett, 1998, p. 2). According to Bennett, when everyone in a group has a clear understanding of his or her individual culture and that of other group members, intercultural competence can be achieved (Bennett, 1998). Bennett (1998) explained the developmental model of intercultural sensitivity (DMIS). This model sheds light on people’s experiences with culture and how they make meaning out of experiences. Bennett outlined, “...the DMIS links changes in cognitive structure to an evolution in attitudes and behavior toward cultural differences in general” (p. 15).



There are two stages of DMIS. The ethnocentric stage is a common beginning stage for most people because someone in this stage operates on an individual set of rules or standards used in judging everyone else in the group or in the world. A person in the ethnorelative stage is aware that cultures vary and does not see differences as threatening any longer, as supposed to someone in the ethnocentric stage (Mahoney & Schamber, 2004). When an individual reaches the acceptance stage where the individual is able to assess intercultural situations encountered with an open mind, is willing to discuss the differences, and sees the differences as learning opportunities, then the individual is in the ethnorelative stage (Mahoney & Schamber, 2004). Members of the faculty who are not trained in intercultural awareness usually lack the knowledge and skills to deal with the challenges that cultural diversity bring into the classrooms. An individual in the ethnorelative stage is comfortable with and able to function under different standards (Mahoney & Schamber, 2004).

### **Six Stages of DMIS Model as Described by Bennett**

**Denial.** At this stage, the individual has not yet noticed the cultural differences and the implications of cultural differences. As I noted in my findings in Section 3, some staff and faculty in the work environment of this project are prime examples of people who are stuck in this stage. It is routine to hear coworkers say that they do not understand the “big deal” about diversity and that we are all the same. In this stage the individual is in denial that differences in culture exist, and instructors in this stage are blind to the implications these differences have for education, for their students, and for themselves.

**Defense.** Individuals in this stage may be aware of differences, and they associate negativity with the cultural differences to protect their own worldviews. Although the

individual in this stage acknowledges that some differences exist, this person views the differences as a threat to his or her own culture.

**Minimization.** These individuals put forth effort to limit acknowledgement of the cultural differences, and they maintain the belief that human behaviors are the same, meaning that these other individuals are also as ethnocentric as they are. These persons will attempt to correct the behavior of an individual from a different culture to mimic their own mannerisms, because these individuals believe that their own behaviors are based on acceptable conduct.

**Acceptance.** These individuals acknowledge that all individuals belong to a cultural group, but they may not necessarily agree with the views of people who live in other cultural groups that differ on many levels. These individuals start to display some respect toward other people's cultural values and beliefs, showing willingness to learn more about other cultures.

**Adaptation.** As a result of the change in perception, individuals in this stage refine communication methods as necessary to accommodate everyone involved. These individuals see themselves as a part of a group that is made up of different cultures. These individuals apply their own ideals and ideas to others in the group from varying cultures to create understanding. Individuals at this stage have acquired cultural sensitivity, knowledge, and skills.

Mahoney and Schamber (2004) explained that individuals in the denial, defense, and minimization stages are aware that differences exist between one's culture and another culture but show no acknowledgement, and these individuals are classified as being in the ethnocentric stage. Acceptance, adaptation, and integration of other cultures

are categorized as ethnorelative stages (Mahoney & Schamber, 2004). Mahoney and Schamber (2004) further explained that ethnorelativism reflects the change in an individual's perception that has occurred, meaning this individual no longer sees differences as a threat, instead seeing them as a strength. Most members of the faculty in this nursing program are in the ethnocentric stage, and the main goal of this project is to begin to move the faculty to the ethnorelative stage by providing the knowledge required for transformation.

Individual development from ethnocentric to ethnorelative is not without challenges; growth is not consistent, but it is instead a continuous process (Mahoney & Schamber, 2004). Bennett (1998) made the following observation in an article on intercultural communication:

In my opinion, intercultural communication envisions a reality which will support the simultaneous existence of unity and diversity, of cooperation and competition in the global village, and of consensus and creative conflict in multicultural societies. In this vision, our different voices can be heard both in their uniqueness and in synergistic harmony. While there are many paths which can converge into this future, the focus brought by interculturalists rests on individuals and relationships. We strive to bring culture into individual consciousness and in so doing bring consciousness to bear on the creation of intercultural relationships.

(p.18)

The most important step in providing the educators with the necessary skills to be effective in teaching and facilitating the learning of ESL students is determining what the educators' approximate present worldview is, and Bennett's model will provide the

structure needed in the assessment of the faculty and students (McAllister & Irvine, 2000). I will use Bennett's DMIS model's six stages of intercultural awareness to enlighten members of faculty about the various stages of cultural awareness and sensitivity. The application of Bennett's framework may evoke reflection, self-assessment of cultural awareness, and sensitivity for members of faculty. There is no other model more suited for this purpose than Bennett's (1998) DMIS. The educators and students in this nursing program lack cross-cultural communication and intercultural sensitivity skills, and Bennett's DMIS model could effectively be used to assess where among these stages of intercultural sensitivity the students and educators find themselves (McAllister & Irvine, 2000).

During the PDWS, the SIOP and NURS models could be used to teach educators how to develop content based on learners' language acquisition levels and abilities. These models are relevant to what my research has revealed about the ESL students' perceptions. The NURS model was designed specifically with the nontraditional (and ESL students) in mind. This model's focus is solely on the retention of nontraditional students in the nursing program. The designers of the NURS model developed an assessment tool to identify factors contributing to the attrition of ESL students as well as a comprehensive intervention to use to address the contributing factors (Jeffreys, 2012). The SIOP model is widely used in the United States and many other countries (Vogt & Echevarria, 2008).

One of the most important strengths of my study was the privilege to have solicited both the perceptions of ESL students and members of the faculty. In thirteen individual interviews, the participants were comfortable and willing to reflect on their

individual experiences as ESL students and as faculty. In addition, the results provided me with a wealth of knowledge. Based on the knowledge I acquired, I have been able to develop a project that will address the themes of my findings.

### **Recommendations for Remediation of Limitations**

Implementation of a 3-day professional development workshop for EASES for faculty during professional week depends heavily on the cooperation of the dean to make time available and on the cooperation of nursing faculty to take the time to attend the PDWS. Members of the faculty either use the professional week to complete their end of semester grading or to prepare their lesson plans for the beginning of a new semester. Faculty often display a short attention span when asked to attend professional development meetings lasting for more than two hours. Finally, the professional week is usually packed full of numerous activities, and the various activities taking place at the same time may create difficulties in securing the three consecutive days for the PDWS.

To remediate these limitations, I will pose the following recommendations:

1. The dean of nursing could allow the EASES project to be moved to the summer holiday when faculty are usually out of class and less stressed, and participants should be paid to attend.
2. Scheduling the EASES PDWS for the summer would also eliminate the issue of availability of space for the entire faculty to be in the same location at the same time. There are fewer activities at the college during the summer break competing for their attention and attendance.

3. The PDWS could be scheduled to be spread out though an academic year with shorter meeting times. If scheduled for three hours per session for six sessions, faculty may be more likely to attend.

### **Scholarship**

This project has allowed me to grow in ways I never imagined. It allowed me the opportunity to significantly develop my critical thinking and expand my clinical reasoning. For example, my critical thinking skills went from writing a research proposal to conducting a study, which yielded answers to my research questions, to being cognitively able to analyze and question my findings. Critical thinking and reasoning are words that are used by educators interchangeably in everyday life outside the healthcare environment. However, in the healthcare field, critical thinking and critical reasoning involve in two different thought processes, and a nurse must possess both thought processes to make effective contributions for educating future nurses, patients, and most especially the healing of patients. Creating this project helped me in applying the acquired critical thinking to clinical reasoning to utilize existing general education teaching and learning materials to develop interesting and meaningful course content for teaching and learning for nursing faculty.

Another example of my growth is how I used the existing SIOP model (Vogt & Echevarria, 2008) to develop the learning graphics for ESL nursing students and educators of ESL students. This process provided me with the skills and evidenced-based knowledge that would be applied to improve my professional practices (as a registered nurse and as a scholar) in developing teaching, learning, and patient care materials. I have to say that during my literature searches for this project, I discovered that there was more

information on what ESL students ought to do or should not do to improve their chances for better academic outcome in American classrooms, than there seemed to be information for educators. I feel very privileged knowing that my research may serve as a resource for English-speaking nursing students, ESL students, other researchers, practitioners, nursing faculty, and ESL educators.

### **Project Development and Evaluation**

My choice of project development was based on my findings. Selecting a qualitative study design presented me with the opportunity to study the views of ESL students in their last year and of members of their faculty in the nursing program where I currently serve as an associate professor of nursing. This nursing program just happens to be my alma mater as well. To safeguard participants and prevent any indication of coercion, I meticulously complied with the clinical research guidelines for conducting research with human subjects established by the National Institutes of Health (NIH). The ethical guidelines established by the NIH and Walden University were carefully adhered to in all stages of data gathering from the participants' recruitment, data collection, data analysis, to data storage.

I followed all the research protocols to prevent coercion, to maximize the safety of participants, and to maintain confidentiality. All transcribed data were saved in a folder on my personal computer and password protected. In addition, the informed consent forms from participants are locked up in a drawer in my desk at home. The precautions implemented during this process resulted from the knowledge of professional scholarship I acquired during the research process and from courses at Walden University. In order to comply with the ethical guidelines of Walden University—since I

am an associate professor of nursing for only the first-year courses at the selected site—the participants who were recruited and interviewed were selected strictly from the second year in the program. Participants eagerly took part in the study and expressed their views that a study of this nature had been long overdue. My commitment to preventing any personal biases was maintained throughout the process in order to maintain the integrity of my research.

Equipped with the findings from my research, I created a 3-day professional development workshop for members of the nursing faculty. With my understanding that professional development is a continuous process and that faculty rely heavily upon support from the school (David, 2013), I knew that the Director, Dean of Nursing, and the administrative staff would also need to be involved in the professional development workshop. To ensure the effectiveness of the 3-day training, a formative evaluation at the end of each day would yield feedback that the facilitator would apply in making changes to the day's training. The guidance from my doctoral committee members made certain that I followed all guidelines, that all protocols were observed, and that each of Walden University's scholarly writing style elements and ethical issues were addressed.

### **Leadership and Change**

Sahgal and Pathak (2007) suggested, "...that leaders do not emerge as a consequence of events or incidents but a journey of distinctive life experiences and processes" (p. 263). Transformational leaders encourage individual expressions of perception, motives, and values, and also invite the input of others, respecting others' beliefs, values, and culture (Jandaghi, Matin, & Dergisi, 2009). Most importantly, a transformational leader changes perceptions as necessary; a change in perceptions results



in change in people and in organizational change (Jandaghi et al., 2009; Sahgal & Pathak, 2007). The main reason I embarked on a case study was that this type of research afforded me the opportunity to listen to ESL students and nursing faculty perceptions of how the two different groups view ESL students in the program. I was consequently able to learn of their suggestions for improvement in our nursing program.

Based on my findings, I devised a professional development workshop for members of the faculty. It is important that the educators in a multicultural and diverse academic environment are equipped with the knowledge they require to enhance their effectiveness in classrooms that are continuously growing in diversity and that are expected to hold an increasing number of ESL students in the 21<sup>st</sup> Century (David, 2013). If the ESL students are to succeed in a primarily English-speaking environment, educational institutions must consistently afford educators educational and professional development related to cultural sensitivity and better lesson planning for these and other students in their care. When educational institutions invest in the continuous professional development of the educators, the educators are better able to work on transforming the type of education provided for ESL students on a consistent level and ensure the success of those students (David, 2013).

### **Analysis of Self as Scholar**

Reflecting on my doctoral degree journey at Walden University, I realize that the experience and the process gave me opportunities to grow, both educationally, and as a scholar. The promise I made to myself was to contribute to enhancing the skills and knowledge of members of the faculty in the nursing program on the best practices of educators of ESL students through my study. My goal was to apply knowledge gained

from the doctoral program to addressing the additional resources that may be required to further enhance the academic success of ESL students in the nursing program. As a graduate myself from the nursing program that was the focus of my research, and as an ESL student, I stayed focused and engaged, knowing that my research could contribute to changes that may transform how teaching and learning are structured to accommodate and graduate more ESL students in this college.

The courses and the blackboard discussions all offered good references beginning from the prospectus stage to this point. Considering the fact that I had never conducted research, the process helped me tremendously in developing my skills in conducting a literature review search, writing a scholarly document, and gaining the extra patience required to deal with the tedious process of preparing, conducting interviews, transcribing, and analyzing the findings. I learned how to conduct searches of peer reviewed literature in various databases and how to discriminate between articles that are applicable to my research and those that were not applicable. I learned to relate my literature findings to the theories that guided my research and the project.

### **What I Learned about Myself as a Scholar**

The main reason I embarked on this journey to acquire a doctoral degree in education was to gain the scholarly knowledge to contribute to education in the field of nursing. During my scholarly research, I acquired first-hand knowledge and understanding by gathering and analyzing data that revealed the perceptions of my participants. In my research I abided by the established scholarly research infrastructure that included data collection, ongoing data analysis, and the unveiling of new themes and knowledge. Continuous study of the results from ESL students and from faculty gave me

an informed awareness of the factors that contribute to the academic success of ESL students. I connected the findings to information I had found in the existing literature and in theories.

I became acquainted with databases such as ERIC, Research Complete, and SAGE; the multidisciplinary database ProQuest Central; and the nursing and health databases CINAHL PLUS, MEDLINE, and CINAHL. The Ovid Nursing Journals also helped to develop and deepen my knowledge during this research. I established that saturation was achieved for my research when I could no longer find literature with new information that would add new knowledge to my research to help with the local problem. The knowledge that I gained from the research helped me to develop a project that I feel could further enlighten and guide faculty with regard to the academic needs of ESL students in a community college nursing program. The knowledge and insights that the project provides to the faculty could offer better accommodations for ESL students in the nursing program and potentially increase the number of ESL students who graduate from the program in order to provide better healthcare for the diverse population in our state and in our country.

### **Analysis of Self as Practitioner**

As I stated in the previous section, my aim in embarking on this journey was to acquire evidence-based knowledge that would help me to grow into an intellectual practitioner and an academic scholar. This research has allowed me to grow as practitioner beyond my expectations. The process of earning my doctorate has equipped me with new skills that have strengthened me as a practitioner. During this process, I learned that a practitioner must perform research into learners' characteristics and

learning environments before developing teaching materials that will accommodate more learners. Through this research I acquired knowledge from my participants, my chairperson, my second committee member, and from my Walden classmates. All the knowledge and skills gained so far have made me better practitioner.

### **Analysis of Self as Project Developer**

The project provided me with an opportunity to develop an entire workshop training program from scratch. As a developer of a workshop, I wanted the workshop's goals and events to be based on research that was completed in order to solicit the input of the population that the project is meant to serve for two reasons: (a) to ensure the training is needed, and (b) to ensure the training is developed according to the input from the population which the training is meant to benefit on a level and with a scope that will best fit them.

Developing the project was quite a learning experience for me with regard to my growth toward learning how to develop the course content and future professional development training, which included much of my own increased personal and professional development as an educator. Although transcribing the data collected from the interviews was exhausting, I made sure the data accurately reflected the participants' exact wording and perceptions. I believe that by using the computer software Nvivo, the process of coding and themes identification was made less wearing, and I found that the process went a bit faster than if I had chosen another method of data coding and analysis. At the end of the data analysis process I solidified interrelated themes from ESL students' perceptions and from the faculty's perceptions, which were as follows: (a) faculty lack cultural awareness and sensitivity, (b) faculty lack knowledge of ESL academic

development, (c) ESL students lack faculty support, and (d) faculty lack knowledge of how to provide sufficient academic language support for ESL student. According to my findings, members of the faculty need professional development training to enhance their skills and knowledge in order to become more effective educators of ESL students in their courses.

### **The Project's Potential Impact on Social Change**

As crucial as it is to provide language support for ESL students to facilitate their transition into better using American academic English, I believe it is even more important to provide teachers with additional knowledge and skills needed to accommodate ESL students in primarily native English-speaking classrooms. Many of the nursing faculty at our college were hired because of their nursing knowledge and skills in the real world of work, but many of them did not have much training in pedagogical theories and practices. Many of them operate on the idea that "telling is teaching." If we are going to meet the needs of ESL students in college classrooms with more than the basic traditional teaching pedagogy, I believe our nursing faculty need to add more effective strategies to their lessons in order to make their courses more engaging and effective for all students, including the ESLs. It is important that faculty be enlightened as to how culture affects how people learn and perceive. Providing faculty with the knowledge and practice of pedagogical and intercultural sensitivity skills they need to help their ESL students—and indeed, all of their students, I believe may be achieved through training for faculty on ESL students' academic needs.

My analysis of the data I collected provided evidence that members of the nursing faculty are not prepared to educate the ESL students in the program. I concluded that

designing and offering a professional development workshop will help the faculty in acquiring the knowledge and skills they need. Professional development training has been successfully used by various institutions as a means to provide support for their employees to enhance work-related knowledge and skills. Greenberg (2013) used a faculty development project to aid nursing faculty in pinpointing the difficulties faced by ESL students and in facilitating the use of strategies that will increase the academic success of ESL nursing students. Greenberg (2013) selected 10 full time faculty members to use computer based PowerPoint models containing information on cultural competency. The effectiveness of this model in increasing the cultural knowledge of members of the faculty was evidenced in the pre-program and post-program evaluations.

In Greenberg's (2013) study, the evaluations showed that the cultural competency increased greatly in faculty members after completing the program. It is important that nursing faculty be adequately provided with the knowledge and skills that will help ensure the success of ESL students, and continuing education of the faculty is essential in this process (Greenberg, 2013; Starr 2009). Providing needed support will lead to growth in the graduation and retention rates of ESL students, leading to a diversified nursing workforce. An ESL nursing population is essential to caring for an increasingly diverse population, and the responsibility lies with the nursing instructors, who must meet ESL students' unique learning needs (Greenberg, 2013; Starr 2009). The most important implication of my project will be that the achievement gap between the native English-speaking students and the ESL students could narrow as a result of the training and application of new skills by the faculty. Future research should focus on measures that

are able to evaluate whether providing professional development for members of a faculty has any effect on the academic performance of ESL students (Desimone, 2009).

My research focused on understanding the factors that contribute to the academic success of ESL students in a nursing program and the perceptions of the representative ESL students and faculty members who participated. Training will be developed to broaden the knowledge of teachers in the nursing program on ESL students' academic needs. The new knowledge and skills acquired by faculty members may improve ESL students' academic success, increase the number of ESL students who graduate from the nursing program, and increase the number of ESL nurses providing care for the diverse community.

### **Implications, Applications, and Directions for Future Research**

#### **Reflection on the Importance of the Work and What was Learned**

When I look back at my work and the progress I made as an ESL student myself in this nursing program in order to graduate, I recognize that it was a huge challenge for me to make it through the program. I did not think that the faculty members understood me, nor did I think they cared. Because of my academic struggles as a student at the time, I was advised by some of the faculty to think about switching from studying nursing to something else. There was a time when I drove three and half hours to consult with an educator on strategies I could apply to succeed in the nursing program. In addition to traveling such a distance, I also paid \$75.00 per hour for the consultation fee. As I contemplated withdrawing from the program while I brainstormed with a friend of mine who took off from work to drive me to this appointment, I was fully aware that to have a better future, I would need an education, and that was my main drive to avoid dropping

out. I made myself a promise to return to the nursing program as an educator should the opportunity present itself after graduating, so that I might be a role model to some of the future ESL nursing students. As fate would have it, I had the opportunity to become a faculty member in this program and to pursue a doctoral degree as well.

This research study I completed has been crucial to my gaining insights into the perceptions of the ESL students and the faculty who teach them. Throughout my data collection and data analysis processes, I gained insight into some of the academic challenges faced by the ESL students, some of the frustrations of the ESL students and the faculty members, and possible solutions to address some of these challenges and frustrations. In order to have a good representation of the diverse faculty population in the nursing program, two Americans were included among the participants in my research, a white American and a black American.

The most surprising knowledge from this research was discovering some of the differences in the views shared by the American faculty members. For example, the African-American faculty member agreed that the majority of the nursing faculty members lack the knowledge to accommodate the academic needs of ESL students and that they should be better educated on strategies to accommodate ESL students' learning. On the other hand, the white faculty member believed that the ESL students are at a disadvantage academically, compared to their counterparts (primarily native English-speaking students), but this faculty member did not believe the faculty should do anything differently. That particular faculty member suggested ESL students should watch more programs on television to help them learn to speak better English. She stressed that based on the fact that the ESL students decided to come to America they are



responsible for improving as well as devising means to assimilate into the American academic system. In addition, I learned that ESL students' views about ESL faculty members who had international backgrounds felt that they differed noticeably from the American faculty members. The ESL students noticed that the faculty who had international experience or backgrounds did offer them more support in various ways.

During my data collection, some ESL students listed some faculty members they claimed had been very supportive of them, and I noticed that the faculty listed were all ESL faculty members or faculty with international experience. Another example was an ESL faculty member who made sure that she would remain anonymous prior to her revealing to me that some ESL students had expressed to her that they have reservations about going to an American English-speaking faculty member to seek help. This ESL faculty member said the ESL students expressed that they felt more comfortable going to seek guidance from faculty who had been ESL students once themselves.

One of my more memorable experiences while I interviewed participants for this research came in a statement an ESL student made in response to a question I asked him. I will search for the meaning of the statement for a long time to come because I feel haunted by the statement. The ESL student said, "Being an ESL student should not be seen as handicap." He emphasized that he is very proud of being an ESL person. When this student was asked to elaborate on this statement, he said he would prefer to move to the next question, and we moved on to the next question. Although this research gave me a broader insight into the factors that contribute to the academic success of ESL students, there is much more to be learned regarding this population and their situations in

America's academic system. The next part presents the application of this project to the field of education and implications for future research based on my project.

### **Applications to the Educational Field and Implications for Future Research**

Much of the research I noticed while I did my literature review was that which had been written about ESL students and on American academic English. That research focused mostly on such factors as financial burdens, language acquisition, and other support issues directed towards the ESL student. I learned that the number people of the ESL population continues to increase in America along with the number of ESL students in the schools. However, I found out that the number of ESL nurses continues to decrease. As crucial as it is to provide language support to ESLs, I think it is even more important that the faculty are equipped with knowledge and skills needed to accommodate ESL students in primarily English-speaking classrooms.

An approach of using only traditional teaching methods in classrooms where a diverse student population is present is inappropriate if we are going to meet the needs of ESL students. What makes the current practice in my college and elsewhere questionable is the disparity created between ESL students and native English-speaking students. It is inappropriate for instructors to teach as though everyone in class was born and raised in the U.S. mainstream population and as a native English speaker while ignoring the realities, views, and experiences of the non-native students. The persistent ethnocentric views that many faculty hold of the students only makes it harder for the students to achieve their academic goals. Providing faculty members with the new teaching strategies and insights they need to help the ESL students may be achieved through participation in training offered in a professional development workshop.

Future research for me or other researchers regarding factors contributing to the ESL students' academic success could include a comparative study involving participants from another nursing program. Comparisons might then be made between the academic improvement and success of ESL students of professors who were provided with the needed training for teaching ESLs and the achievements of ESL students in a program with faculty who did not receive training on how to work effectively with ESLs. Another avenue for my future research may be a follow-up to this project, investigating the perceptions of future ESL students and faculty members approximately one year after providing education through my project study training to faculty members in our nursing program. That future research could provide an evaluation of the PDWS project I have developed and will have delivered. My current research and the potential research I have mentioned share the same ultimate goal: understanding the factors that contribute to academic success of ESL students in a nursing program so that we may increase the number of ESL students who graduate from the nursing program in order to increase the number of ESL nurses providing care for the diverse community.

### **Conclusion**

The population of ESL students continues to increase in American classrooms. The number of ESL students admitted into the nursing program upon which this research is focused is limited despite the location of the nursing program, particularly when compared to the number of native English-speaking students on the campus. The retention of ESL students in the nursing program has consistently remained low compared to their native English-speaking counterparts. An investigation into the perceptions of both the ESL students and members of faculty surrounding factors that

enhance a successful academic outcomes for ESL students in the nursing program indicated the following factors: (a) cultural awareness and sensitivity, (b) faculty knowledge of ESL students' academic development, (c) faculty support, and (d) academic language support as associated with increased retention. Through a qualitative study, 13 interviews were conducted and used to gather data and laid the foundation for the development of Enriching Academic Success of ESL Students (EASES) to educate members of the nursing faculty. My growth from conducting this research as well as developing the EASES project is immense. I have grown as a scholar, program planner, practitioner, and as an agent of change. My hope is that through the implementation of EASES some members of the nursing faculty will gain and apply the knowledge and skills they need to support ESL students in achieving their dream of obtaining their nursing degrees and then contributing to an increasingly diverse healthcare environment.

## References

- Aghajanian, D. A., & Cong, W. C. (2012). How culture affects English language learners' (ELL's) outcomes, with Chinese and Middle Eastern immigrant students. *International Journal of Business and Social Science*, 3(5), 1-9.
- Al-Fadda, H., & Al-Yahya, M. (2010). Using web blog as a tool to encourage pre-class reading, post-class reflections and collaboration in higher education. *US-China Education Review*, 7(7), 100-106.
- Alligood, M. R., & Tomey, A. M. (2010). *Nursing theorists and their work* (7th ed.). St. Louis, MO: Elsevier.
- Andrade, M. S. (2010). Increasing accountability: Faculty perspectives on the English language competency of nonnative English speakers. *Journal of Studies in International Education*, 14(3), 221-239.
- Bas, G., & Beyhan, O. (2010). Effects of multiple intelligences supported project-based learning on students' achievement levels and attitudes towards English lesson. *International Electronic Journal of Elementary Education*, 366-385.
- Baskerville, D. (2011). Developing cohesion and building possitive relationships through storytelling in a culturally diverse New Zealand classroom. *Teaching and Teacher Education*, 107-115.
- Bastable, S. B. (2003). *Nurse as educator: Principle of teaching and learning for nursing practice*. Sudbury, MA: Jones and Bartlett.
- Bennett, M. J. (1986). Towards ethnorelativism: A developmental model of intercultural sensitivity. In R.M. Paige (Ed.), *Cross cultural orientation: New*

- conceptualizations and applications* (pp. 27-70). Lanham, MD: University Press of America.
- Bennett, M. J. (1993). Towards ethnorelativism: A developmental model of intercultural sensitivity. In R.M. Paige (Ed.), *Education for the intercultural experience* (pp. 21-71). Yarmouth, ME: Intercultural Press.
- Bennett, M. J. (1998). *Intercultural communication: A current perspective*. Yarmouth, ME: Intercultural Press.
- Bindon, S. L., & Davenport, J. M. (2013). Developing a professional poster: Four "Ps" for advanced practice nurses to consider. *AACN Advanced Critical Care*, 24(2), 169-176.
- Bolderston, A., Palmer, C., Flanagan, W., & McParland, N. (2008). The experiences of English as second language radiation therapy students in the undergraduate clinical program: Perceptions of staff and students. *Radiography*, 14, 216-225.
- Bond, J. (2012, September 27). Preliminary data from the coordinator of institutional report. (P. J. Mbulu, Interviewer)
- Bosher, S., & Smalkoski. (2002). From needs analysis to curriculum development: Designing a course in health-care communication for students in the USA. *English for Specific Purposes*, 21, 59-79.
- Bowne, M., Cutler, K., DeBates, D., Gilkerson, D., & Stremmel, A. (2010). Pedagogical documentation an collaborative dialogue as tools of inquiry for pre-service teachers in early childhood education: An exploratory narrative. *Journal of the Scholarship of Teaching and Learning*, 10(2), 48-59.

- Bronwynne, C. E. (2008). "Attached at the umbilicus": Barriers to educational success for Hispanic/Latino American Indian nursing students. *Journal of Professional Nursing*, 24(4), 205-217.
- Brown, J. F. (2008). Developing an English-as-a second- language program for foreign-born nursing students at a historically black university in the United States. *Journal of Transcultural Nursing*, 19(2), 184-191.
- Caffarella, R. S. (2010). *Planning programs for adult learners*. San Francisco, CA: Jossey-Bass.
- Calderon, M., Slavin, R., and Sánchez, M. (2011). Effective instruction for English learners. *The Future of Children*, 21(1), 105-128.
- Campbell, B. E. (2008). Enhancing communication skills in ESL students within a community college setting. *Teaching and Learning in Nursing*, 3, 100-104.
- Castro, F. G., Kellison, J. G., Boyd, S. J., Kopak, A. (2010). A methodology for conducting integrating mixed methods research and data analyses. *Journal of Mixed Study Research*, 4(4), 342-360.
- Chamot, A. U., & O'Malley, J. M. (1994). *The CALLA handbook: Implementing the cognitive academic language learning approach*. New York, NY: Addison-Wesley.
- Cho, Y. J. & Lee, E. (2014). Reducing confusion about grounded theory and qualitative content analysis: similarities and differences. *The Qualitative Report*, 19(64), 1-20.

- Choi, L. L. (2005). Literature review: Issues surrounding education of English-as-a-second language (ESL) nursing students. *Journal of Transcultural Nursing, 16*(3), 263-268. doi:10.1177/1043659605274966
- Chou, C. (2011). Student teachers socialization development by teaching blog: Reflection and socialization strategies. *The Turkish Journal of Education Technologies, 10*(2), 190-201.
- Choudaha, R. (2012, May 6). *The future of for-profit education in the US*. Retrieved from <http://www.dreducation.com/#!/2012/05/future-of-for-profit-education-in-us.html>
- Cline, Z., & Necochea, L. (2003). Specially designed academic instruction in English (SDAIE): More than just good instruction. *Multicultural Perspectives, 5*(1), 18-24.
- Colalillo, G. (2007). Mentoring as a retention strategy in a diverse, multicultural, Urban associate degree nursing program. *Teaching and Learning in Nursing, 2*, 28-33.
- Cornu, A. L. (2009). Meaning, internalization, and externalization: Toward a fuller understanding of the process of reflection and its role in the construction of the self. *Adult Education Quarterly, 59*(4), 279-297.
- Coulehan, M., & Wells, J. (2006). Guidelines for responsible data management in scientific research. *Clinical Tools, Inc*, 1-46.
- Creswell, J. (2012). *Educational research: Planning, conducting, and evaluating quantitative and and qualitative research*. New York, NY: Pearson.
- Creswell, J. W. (2007). *Qualitative inquiry & research design: Choosing among five approaches*. (2nd ed.) Thousand Oaks, CA: Sage.



- Creswell, J. W. (2009). *Research design: Qualitative, quantitative, and mixed methods approaches*. Thousand Oaks, CA: Sage.
- Crosby, R., DiClemente, R., & Salazar, L. (2006). *Research methods in health promotion*. San Francisco, CA: Jossey-Bass.
- Cubukcu, F. (2008). How to enhance reading comprehension through metacognitive strategies. *The Journal of International Social Research*, 1(2), 83-93.
- Cummins, J. (1981). The role of primary language development in promoting educational success for language minority students. In California State Department of Education, *Schooling and language minority students: A theoretical framework* (pp.3-50). Los Angeles: California State University, Evaluation, Dissemination and Assessment Center.
- Dahl, S. (2007). The student perspective on using plagiarism detection software. *Active Learning in Higher Education*, 8(2), 173-191.
- Daloz, L. A. (1999). *Mentor: Guiding the journey of adult learners*. San Francisco, CA: Jossey-Bass.
- Darling, T. (2012, March 3). *Back to work*. Retrieved from <http://fwd.pearson.com/2012/02/03/back-to-work-2/>
- Davenport, M. G., & Gunn, K. (2009). Collaboration in animation: Working together to empower indigenous youth. *Art Education*, 6-12.
- David, M. N. (2013). Factors influencing teachers' active involvement in continuous professional development: A survey in Trans Nzoia West District, Kenya. *HR Mars: Exploring Intellectual Capital*, 3(5), 1-12.

- de Beer, M. & Mason, R. B. (2009). Using a blended approach to facilitate postgraduate supervision. *Innovations in Education and Teaching International*, 46(2), 213-226.
- Denig, S. J. (2004). Multiple intelligences and learning styles: Two complementary dimensions. *Teachers College Record*, 106(1), 96-111.
- Desimone, L. (2009). Improving impact studies of teachers' professional development: Toward better conceptualizations and measures. *Educational Research*, 38(3), 181-199.
- Dirkx, J. M. (1998). Transformative learning theory in the practice of adult education: An overview. *Journal of Lifelong Learning*, 7, 1-14.
- Doley, J. (2013). English as a second language dietetics students: Lessons from nursing to facilitate learning experiences in dietetic internships. *Journal of the Academic of Nutrition and Dietetics*, 113(5), 1-4. doi:10.1016/j.jand.2013.02.013
- Donnelly, T. T., McKiel, E., & Hwang, J. (2009). Factors influencing the performance of English as an additional language nursing students: Instructors' perspectives. *Nursing Inquiry*, 16(3), 201-211.
- Echevarria, J., Vogt, M.E., & Short, D. (2013). *Making content comprehensible for English language learners: The SIOP model* (2nd ed.). Boston, MA: Allyn & Bacon.
- Esch, C. (2010, April 15). *A promising community college remediation program*. Retrieved from [http://higheredwatch.newamerica.net/blogposts/2010/a\\_promising\\_community\\_college\\_remediation\\_program-30594#comment-580662220](http://higheredwatch.newamerica.net/blogposts/2010/a_promising_community_college_remediation_program-30594#comment-580662220).

- Evans, B. C. (2008). "Attached at the umbilicus": Barriers to educational success for Hispanic/Latino and American Indian nursing students. *Journal of Professional Nursing*, 24(4), 205-217.
- Evans, C. (2007). The experience of international doctoral education in nursing: An exploratory survey of staff and international nursing students in British university. *Nurse Education Today*, 27, 499-505.
- Fageeh, A. A. (2011). At crossroads of EFL learning and culture: How to enhance cross-cultural awareness in EFL college Students. *Cross-Cultural Communication*, 7(1), 62-72.
- Fall, K. A., & Wejinert, T. J. (2005, December). Co-leader stages of development: An application of Tuckman and Jensen. *The Journal for Specialist in Group Work*, 30(4), 309-327.
- Ford, D.Y., & Grantham, T. C. (2003). Providing access for culturally diverse gifted students: From deficit to dynamic thinking. *Theory into Practice Journal*, 42(3), 217-225.
- Fox-Turnbull, W. (2010). The role of conversation in technology education. *Design and Technology Education: An International Journal*, 15(1), 24-30.
- Frank, J. (2013). Raising Cultural Awareness in the English language classroom. *English Teaching Forum*, 4, 2-11.
- Furnham, A. (2004). Foreign students: Education and culture shock. *The Psychologist*, 17(1), 16-19.
- Galbraith, M. W. (2004). *Adult learning methods: A guide for effective instruction*. Malabar, FL: Krieger.

- Gall, M. D., Gall, J. P., & Borg, W. R. (2007). *Educational Research*. New York, NY: Pearson.
- Gardner, H., & Moran, S. (2006). The science of multiple intelligences theory: A response to Lynn Waterhouse. *Educational Psychologist*, 41(4), 227–232.
- Gatfield, T., & Larmar, S. A. (2006). Multiple choice testing methods: Is it a biased method of testing for Asian international students? *International Journal of learning*, 13(1), 103-111.
- Gay, G. (2002). Preparing for culturally responsive teaching. *Journal of Teachers Education*, 53(2), 106-116.
- Gilchrist, K. L. & Rector, C. (2007). Can you keep them? Strategies to attract and retain nursing students from diverse population: best practices in nursing education. *Journal of Transcultural Nursing*, 18(3), 277-285.
- Gilliss, C. L., Powell, D. L., & Carter, B. (2010). Recruiting and retaining a diverse workforce in nursing: From evidence to best practices to policy. *Sage*, 11(4), 294-301.
- Glaser, E. M. (1941). *An experiment in the development of critical thinking*. New York, NY: Bureau of Publications.
- Glesne, C. (2011). *Becoming qualitative researchers: An introduction*. Boston, MA: Pearson.
- Goldrich-Rab, S., & Shaw, K. M. (2005). Racial and ethnic differences in the impact of work-first policies on college access. *American Educational Research Association*, 27(4), 291-307.

- Greenberg, N. E. (2013). A project to increase faculty's cultural competence in mentoring English as a second language nursing students. *Teaching and Learning in Nursing*, 8, 128-135.
- Griffiths, F. (1996). Qualitative research: the research questions it can help answer, the methods it uses, the assumptions behind the research questions and what influences the direction of research. A summary of the panel discussion at the conference "Exploring qualitative r." *Family Practice*, 13(1), 27-30.
- Habu, T. (2000). The irony of globalization: the experience of Japanese women in British higher education. *Higher Education*, 39(1), 43-66.
- Hallinger, P., & Heck, R. H. (2010). Leadership for learning: Does collaborative leadership make a difference in school improvement? *Education Management Administration & Leadership*, 38(6), 654-678.
- Hamza, A. (2010). International experience: An opportunity for professional development in higher education. *Journal of Studies in International Education*, 14(1), 50-69.
- Hancock, D. R., & Algozzine, B. (2009). *Doing case study research: A practical guide for beginning researchers*. New York, NY: Teachers College Press.
- Hanley, J. (1999). Beyond the tip of the iceberg: Five stages toward cultural competence. *Reaching Today's Youth*, 3(2), 9-12.
- Hanson, L. (2010). Global citizenship, global health, and the internationalization of curriculum: A study of transformative potential. *Journal of Studies in International Education*, 14(1), 70-88.

- Haynes, J. (2007). *Getting started with English language learners: How educators can meet the challenge*. Alexandria, VA: The Association for Supervision and Curriculum Development.
- Health Resources and Services Administration. (2013). *The U.S. nursing workforce: Trends in supply and education*. Washington, DC: Department of Health and Human Service. Retrieved from <http://bhpr.hrsa.gov/healthworkforce/index.html>
- Helmer, S., & Eddy, C. (2012). *Look at me When I Talk to you: EAL Learners in non-eal classroom* (3rd ed.). Ontario: Pippin.
- Hernandez, J. G. V., Noruzi, M. R., & Sariolghalam, N. (2010). Multiple intelligences and the future of education in Mexico. *Asian Social Science*, 6(6), 139-147.
- Hong, W. (2008). Exploring educational use of blogs in U.S. education. *US-China Education Review*, 5(10), 34-37.
- Hyland, K., & Hyland, F. (Eds.). (2006). *Feedback in second language: Contexts and issues*. New York, NY: Cambridge University Press.
- Institute of Medicine & Community on Understanding and Eliminating Racial and Ethnic Disparities in Health. (2003). *Unequal treatment: Confronting racial and ethnic disparities in healthcare*. Washington, D.C: The National Academies Press.
- Isenberg, C. (Producer), & Spielberg, S. (Director). (1985). *The color purple* [Motion Picture]. United States. Amblin Entertainment.
- Jackson, A., Gaudet, L., McDaniel, L., & Brammer, D. (2009). Curriculum integration: The use of technology to support learning. *College Teaching & Learning*, 6, 71-78.

- Jandaghi, G., Matin, H., & Dergisi, T. (2009). Comparing transformational leadership in successful and unsuccessful companies. *The Journal of International Social Research*, 2(6), 357-370.
- Jarvis, P. (1987). *Adult learning in the social context*. London: Croom Helm.
- Jarvis, P. (1995). Towards a philosophical understanding of mentoring. *Nurse Education Today*, 15, 414-419.
- Jarvis, P. (2000). Religious experience and experiential learning. *Religious Education*, 103(5), 253-267.
- Jarvis, P., & Hirji, N. (2006). Learning the unlearnable--Experiencing the unknowable. *The Journal of Adult Theological Education*, 3(1)87-94.
- Jeffreys, M. R. (2012). *Nursing student retention: Understanding the process of and making a difference* (2nd ed.). New York, NY: Springer.
- Jenkins, R. (2005). Globalisation of production, employment and poverty: The macro-meso-micro studies. *The European Journal of Development Research*, 17(4), 601-625.
- Jeong, S., Y., Hickey, N., Jones, T., L., Pitt, V., Hoffman, K., Norton, C. A., & Ohr, S. O. (2011). Understanding and enhancing the learning experiences of culturally and linguistically diverse nursing students in an Australian bachelor of nursing program. *Nurse Education Today*, 31, 238-244.
- Jurkovic, V. (2010). Effect of explicit language learning strategy instruction on language-test and self assessment scores. *English Language Teaching*, 3(1), 16-27.
- Keating, S. B. (2006). *Curriculum developement and evaluation in nursing*. New York, NY: Lippinton Williams & Wilkins.

- Kegan, R. (1991). *In over our heads: The mental demands of modern life*. Cambridge, MA: Harvard University Press.
- Kemp, L. (2010). Teaching and learning for international students in a "Learning Community": Creating, sharing and building knowledge. *A Journal of Scholarly Teaching*, 5, 63-74.
- Kiely, R., Sandmann, L. R., & Truluck, J. (2004, Winter). Adult learning theory and the pursuit of adult degrees. *New Direction for Adult and Continuing Education*, 17-30.
- Klassen, R. M., Krawchuk, L. L., Lynch, S. L., & Rajani, S. (2008). Procrastination and motivation of undergraduates with learning disabilities: A mixed-methods inquiry. *Learning Disabilities Research and Practice*, 23(3), 137-147.
- Knowles, M. S., Holton, E. F., & Swanson, R. H. (2011). *The adult learner: The definitive classic in adult education and human resource development*. New York, NY: Elsevier.
- Kozier, B., Erb, G., Blais, K., & Wilkinson, J. M. (1995). *Fundamentals of nursing: concepts, process, and practice* (5th ed.). New York, NY: Addison-Wesley.
- Lachman, V. D. (2009). Practical use of the nursing code of ethics: Part 1. *Medsurg Nursing*, 18(1), 55-57.
- Lancellotti, K. (2008). Culture care theory: A framework for expanding awareness of diversity and racism in nursing education. *Journal of Professional Nursing*, 24(3), 178-183.
- Lavadenz, M. (2010/2011). From theory to practice for teachers. *The Catesol Journal*, 22(1), 1-30.



- Le Comu, A. (2005). Buiding on Jarvis: Towards a holistic module of process of experiential learning. *Studies in the Education of Adults*, 37(2), 1-7.
- Lloyd, M. (2009). Across the Americas: Globalization of higher education lags. *Chronicle of Higher Education*, 55(35).
- Lodico, M. G., Spaulding, D. T., & Voegtle, K. H. (2010). *Methods in educational research: From theory to practice*. San Francisco, CA: Jossey-Bass.
- Loftin, C., Newmans, B., Gilden, G., & Bond, M. (2012). Perceived barriers to success for minority nursing students: An integrated review. *International Scholarly Research Network*, 2012, 1-10. doi:10.5402/2012/806543
- Long, N. (20011). Lecture 1.3: Theories and conceptual framework. Minneapolis, MN: Walden University.
- Long, N. (2011). Lecture 1.1: Concepts and trends in social and behavioral science. *Lecture 1.1*. Minneapolis, MN: Walden University.
- Lowenstein, A.J., & Bradshaw, M.J. (Eds.). (2004). *Fuszard's innovative teaching strategies in Nursing*. Sudbury, MA: Jones and Bartlett.
- Lujan, J. (2008). Linguistic and cultural adaptation needs of Mexican American nursing students related to multiple-choice tests. *Journal of Nursing Education*, 47(7), 327-330.
- Lynch, E. W. & Hanson, M. J. (2011). *Developing cross-cultural competence: A guide for working with children and their families* (4th ed.). Baltimore, MD: Paul Brookes.
- Maclachlan, D. A. (2009). A grounded theory of international student well-being. *The Journal of Theory Construction & Testing*, 13(1), 27-32.

- Mahoney, S., and Schamber, J. (2004). Exploring the application of a developmental model of intercultural sensitivity to a general education curriculum on diversity. *The Journal of General Education*, 53(3-4).
- Marquardt, M., & Waddil, D. (2004). The power of learning in action learning: a conceptual analysis of how the five schools of adult learning theories are incorporated within the practice of action learning. *Action Learning: Research and Practice*, 1(2), 185-202.
- McAllister, G. & Irvine, J. (2000). Cross cultural competency and multicultural teacher education. *Review of Educational Research*, 70(1), 3-24.
- McClellan, J. A., & Conti, G. J. (2008). Identifying the multiple intelligence of your students. *Journal of Adult Education*, 37(1), 13-32.
- McDermott-Levy, R. (2011). Going alone: The lived experience of female Arab-muslim nursing students living and studying in the United States. *Nursing Outlook*, 59(5), 266-277.
- McGlynn, A. (2010). Racial/ethnic disparities persist in academia and society. *Hispanic Outlook*, 20(9), 29.
- McGrath, V. (2009). Reviewing the evidence on how adult students learn: An examination of Knowles' model of andragogy. *Adult Learner: The Irish Journal of Adult and Community Education*, 99-110.
- Mentzer, M. S. (1993, July/August). Minority representation in higher education: The impact of population heterogeneity. *Journal of Higher Education*, 64(4), 417-433.
- Merriam, S. (2009). *Qualitative research: A guide to design and implementation*. San Francisco, CA: Jossey-Bass.

- Merriam, S. B., Courtenay, B. C., & Cervero, R. M. (2006). *Global issues and adult education: Perspectives from Latin America, South Africa, and the United States*. San Francisco, CA: Jossey- Bass.
- Merriam, S.B., Caffarella, R. S., & Baumgartner, L. M. (2007). *Learning in adulthood: A comprehensive guide*. San Francisco, CA: Jossey-Bass.
- Mezirow, J. (2000). Learning to think like an adult:Core concepts of transformation theory. In J. Mezirow & Associates (Eds.), *Learning as transformative: Critical perspectives on a theory in progress* (pp. 3-34). San Francisco, CA: Jossey-Bass.
- Miles, M. B. & Huberman, A. M. (1994). *Qualitative data analysis* (2nd ed.). Thousand Oaks, CA: Sage.
- Murphy, T. (2010). Conversations on engaged pedagogies, independent thinking skills and active citizenship. *Issues in Education Research*, 20(1), 39-46.
- Museus, S. D., & Ravello, J. N. (2010). Characteristics of academic advising that contribute to racial and ethnic student success at predominantly white institutions. *NACADA*, 30(1), 47-58.
- Naidoo, V. (2010). From ivory towers to international business: Are universities export ready in their recruitment of international students? *Journal of Studies in International Education*, 14(1), 5-28. doi:10.1177/1028315308327953
- Nelson,T.H., Deuel, A., Slavit, D., & Kennedy, A. (2010). Leading deep conversations in collaborative inquiry groups. *The Clearing House*, 83(5), 175-179.
- Nieto, C., & Booth, M. Z. (2010). Cultural competence: Its influence on teaching and learning of international students. *Journal of Studies in International Education*, 14(4), 406-425.

- NIH Office of Extramural Research. (2011, February 4). *Protection of human research participant*. Retrieved from <http://phrp.nihtraining.com>
- Ntseane, P. G. (2011). Culturally sensitive transformational learning: Incorporating the afrocentric paradigm and African feminism. *Adult Education Quarterly*, 61(4), 307-323.
- Nzai, V. & Feng, Y. (2014). On becoming cultural-insiders/ old-timers of the mainstream English cultures: Lessons from South Taiwanese EFL pre-service teachers. *Journal of Education and Human Development*, 3(2), 301-331.
- Olszewski-Kubilius, P., & Thompson, D. L. (2010). Gifted programming for poor or minority urban students: Issues and lessons learned. *Gifted Child Today*, 33(4), 58-64.
- Onorati, M. G., & Bednarz, F. (2010). Learning to become an intercultural practitioner: The case of lifelong learning intensive programme interdisciplinary course of intercultural competences. *US-China Education Review*, 7(6), 1-9.
- Oxford. (2009). *Oxford collocations dictionary: For students of English* (2nd ed.). (C. F. McIntosh, Ed.) Oxford: Oxford Press.
- Pappas, G., Hyder, A. A., & Akhter, M. (2003). Globalization: Toward a new framework for public health. *Social Theory & Health*, 1, 91-107.
- Parsons, R. L. (2010, September). The effects of an internationalized university experience on domestic students in the United States and Australia. *Journal of Studies in International Education*, 14(4), 312-334.
- Pellico, L. H. (2013). *Focus on adult health: Medical-surgical nursing*. (L. H. Pellico, Ed.) Baltimore, MD: Wolters Kluwer Health/ Lippincott William & Wilkins.

- Polit, D.F. & Beck, C.T. (2004). *Nursing research: Principles and methods*. Philadelphia, PA: Lippincott Williams & Wilkins.
- Polit, D.F. & Beck, C.T. (2013). *Essentials of nursing research: Appraising evidence for nursing practice*. Baltimore, MD: Lippincott Williams & Wilkins.
- Potter, P. A., & Perry, A. G. (2009). *Fundamentals of nursing* (7th ed.). St. Louis, MO: Elsevier.
- Price, K. M., & Nelson, K. L. (2011). *Planning effective instruction: Diversity responsive methods and management*. (4th ed.) Independence, KY: Cengage Learning.
- Raby, R. L., & Valeau, E. J. (2007, Summer). Community college international education: Looking back to forecast the future. *New Directions for Community Colleges* 138, 5-14.
- Reed, B. & Railsback, J. (2003). *By Request: Strategies and resources for mainstream teachers of English language learners*. Portland, OR: Northwest Regional Education Laboratory.
- Research, N. O. (2008). <http://phrp.nihtraining.com/users/register.php?submit=Register>.
- Riner, M. (2011). Globally engaging nursing education: An academic program framework. *Nursing Outlook*, 59, 308-317.
- Rocha-Tracy, M. N. (2009). Encounters between immigrant students and U.S. urban universities. *Journal of the Sociology of Self-Knowledge*, 7(1), 23-34.
- Rodriguez, A. G., & McKay, S. (2010, May). Professional development for experienced teachers working with adult English language learners. *CAELA Network*. Retrieved from <http://www.cal.org/caelanetwork/pdfs/ExpTeachersFinalWeb.pdf>.

- Ryan, J. G., & Dogbey, E. (2012). Seven strategies for international nursing students success: A review of the literature. *Teaching and Learning in Nursing*, 7, 103-107.
- Sahgal, P. & Pathak, A. (2007). Transformational leaders: Their socialization, self-concept, and shaping experiences. *International Journal of Leadership Studies*, 2(3), 263-279.
- Salcedo, D. (2010). The SIOP model: Transforming the experiences of college professors. *Gist Education and Learning Research Journal*, 4(1), 78-93.
- Salinas, A., & Llanes, J. R. (2003). Student attrition, retention, and persistence: the case of the university of Texas Pan America. *Journal of Hispanic Higher Education*, 2(1), 73-79.
- Sanner, S., Wilson, A. H., & Samson, L. F. (2002). The experience of international nursing students in a baccalaureate nursing program. *Journal of Professional Nursing*, 18(4), 206-213.
- Schilling, J. A. (2003). *Complete guide to documentation: Acute care*. Philadelphia, PA: Lippincott Williams & Wilkins.
- Schnelker, D. L. (2006). The student-as-bricoleur: Making sense of research paradigms. *Teaching and Teaching Education*, 22, 42-57.
- Sellars, M. (2008). Intelligence for the 21<sup>st</sup> century: A discussion of intrapersonal and emotional intelligences. *The International Journal of Learning*, 15(2), 79-88.
- Sheffield, E. (2004). Beyond abstraction: Philosophy as a practical qualitative research method. *The Qualitative Report*, 9(4), 760-769.

- Sherif-Trask, B., Marotz-Baden, R., Genty, D., Settles, B., & Berke, D. (2009, November 3). Enhancing graduate education: Promoting a scholarship of teaching and learning through mentoring. *International Journal of Teaching and Learning in Higher Education*, 438-446.
- Short, D. J., Fidelman, C. G., & Louguit, M. (2012). Developing academic language in English language learners through sheltered instruction. *TESOL Quarterly*, 46(2), 334-361.
- Smith, R. O. (2008, November). The paradox of trust in online collaborative groups. *Distance Education*, 29(3), 325-340.
- Solorzano, D., Ceja, M., & Yosso, T. (2000). Critical race theory, racial microaggressions, and campus racial climate: The experiences of African American students. *Journal of Negro Education*, 69(1.5), 60-73.
- Spaulding, D. T. (2008). *Program evaluation in practice: Core concepts and examples for discussion and analysis*. San Francisco, CA: Jossey-Bass.
- Staykova, M. P. (2012). Community college education through the looking glass of associate degree nursing. *Teaching and Learning in Nursing*, 7, 93-97.
- Storti, C. (2007). *The art of crossing cultures* (2nd ed.). Boston, MA: Nicholas Brealey.
- Suliman, W. and Tadros, A. (2011). Nursing students coping with English as a foreign language medium of instruction. *Nurse Education Today*, 31(4), 402-407.
- Suskie, L. (2009). *Assessing student learning: A common sense guide*. San Francisco, CA: Jossey-Bass.

- Tansley, D. P., Jome, L. M., Haase, R. F., & Martens, M. P. (2007). The effects of message framing on college students' career decision making. *Journal of Career Assessment, 15*(3), 301-316.
- Tarc, P. (2009). What is the 'international' in the international baccalaureate? Three structuring tensions of the early years (1962-1973). *Journal of Research in International Education, 8*(3), 235-261.
- Taylor, M. A., Fischer, J. M., & Taylor, L. (2009). Factors relevant to the affective content in literature survey: Implications for designing an adult transformational learning curriculum. *Journal of Adult Education, 38*(2), 19-31.
- Trice, A. G. (2007). Faculty perspectives regarding graduate international students' isolation from host national students. *International Education Journal, 8*(1), 108-117.
- Vasti Torres, M.F., Hamilton, D.L. (2003). *Identity development of diverse populations: Implications for teaching and administration in higher education*. San Francisco, CA: Wiley.
- Vogt, M., & Echevarria, J. (2008). *99 Ideas and Activities for Teaching English Learners with The SIOP model*. New York, Allyn & Bacon.
- Vygotsky, L. S. (1996). *Consciousness as a problem for the psychology of behavior* (Vol. 3). (I. R. Rieber, Ed.) New York and London: Plenum Press.
- Wagner, C. (2003). Put another blog on the wire: Publishing learning logs as blogs. *Journal of Information Systems Education, 14*(2), 131-132.
- Walker, G. C., Klotz, L., Martin, P., Miller, G. K., Missildine, K., Bishop, S., ... Glymph, D. (2011). A regional academic partnership for the early identification and



- retention of at-risk nursing students. *Journal of Professional Nursing*, 27(6), e8-e13.
- Wang, C. S. (2008). The learned experiences of Taiwanese nursing students studying in Australia. *Journal of Transcultural Nursing*, 2, 140-150.
- Wertheimer, M. (1959). *Product thinking (enlarged edition)*. New York: Harper & Row.
- Wessel, N. (2007). Integrating service learning into the study abroad program: U.S. sociology students in Mexico. *Journal of Studies in International Education*, 11(1), 73-89.
- Wilson, D., Mckinney, C., & Rapata-Hanning, M. (2011). Retention of indigenous nursing students in New Zealand: A cross-sectional survey. *Contemporary Nurse*, 38(1-2), 59-75.
- Wlodkowski, R. J. (2008). *Enhancing adult motivation to learn: A comprehensive guide for teaching all adults* (3rd ed.). San Francisco, CA: Jossey-Bass,.
- Wong, P. M. (2003). The evaluation of a teacher training programme in school management: The case of Hong Kong. *Education Management & Administration*, 31(4), 385-401.
- Wopereis, I. G., Sloep, P. B., & Poortman, S. H. (2010). Weblogs as instruments for reflection on action in teacher education. *Interactive Learning Environments*, 18(3), 245-265.
- Zacharakis, J., & Flora, J. (2005). Riverside: a case study of social capital and cultural reproduction and their relationship to leadership development. *Adult Education Quarterly*, 55(4), 288-307.

- Zhou, G., & Xu, J. (2007). Adoption of educational technology: How does gender matter? *International Journal of Learning and Teaching in Higher Education*, 19(2), 140-153.
- Vogt, M., & Echevarria, J. (2008). *99 Ideas and activities for Teaching English Learners with: The SIOP Model*. Boston: Pearson.

## Appendix A: The Project

### Enriching Academic Success of ESL Students (EASES) A 3-day Professional Development Workshop for Faculty in a Community College Nursing Program

#### TABLE OF CONTENTS

Introduction.....	151
Program Goals and Objectives .....	151
Sample Meeting Letter .....	152
Effects of Retention Problem of ESLs.....	153
Sample Flyer.....	155
Timeline and Agenda.....	156
Day 1-Session 1: Introduction to the PDWS.....	157
Day 2-Session 1: Goal Setting.....	163
Day 3-Session 1: Self-Efficacy Action Plan.....	166
Day 3-Session 3: .....	168
Forms for Day 1: Session 1 .....	171
PDWS PowerPoint Slides—52.....	177
Day 1 Participant Formative Writing Response Evaluation.....	202
Day 2 Participant Formative Writing Response Evaluation.....	204
Participant Summative Evaluation Questionnaire.....	226
Additional Resources to Explore.....	209
Post- Self-Assessment of Cultural Awareness.....	210
Additional Handouts.....	214

## **Introduction**

A professional development workshop for members of the faculty in a community college nursing program was developed to enlighten faculty on teaching skills and strategies to adjust lesson plans and material in order to promote the academic success of ESL students in the nursing program.

### **Program Goals**

The aim of EASES is to enhance nursing faculty members' knowledge of strategies to incorporate into lesson plans and provide teaching materials to improve ESL students' academic achievement and increase graduate rates. EASES will provide education on the relationship between culture and learning, as well as teaching in strategies that will make faculty more effective in: (a) preparing ESL students for what to expect, based on cultural awareness and sensitivity; (b) recognizing ESL students' academic development; (c) providing academic language support; (d) generating teaching strategies that accommodate ESL students; and (e) making general course content comprehensible for ESL students.

### **Program Objectives**

After participating in EASES, participants will be able to do the following: (a) recognize the relationship of culture to learning and how culture influences experiences as it relates to learning; (b) identify strategies to adapt lesson plans, making them appropriate for the diverse student population; (c) transform previous objectives and learning materials by incorporating newly acquired knowledge of comprehensible content for ESL students; and (d) design an action plan for how to incorporate the new knowledge into teaching materials.

### Sample Meeting Request Letter

[Date]

[Name of the Dean of Nursing],

Dean of Nursing

XXX Community College Nursing Program

[Address]

Dear [Dean of Nursing]:

My name is Patience Mbulu, and I am an associate professor of nursing in the nursing program. I completed my doctoral studies at Walden University in Higher Education and Adult Learning. My research project focused on the perceptions of faculty and ESL students in the nursing program, on the academic outcomes of ESL students in the program. The research project is called *Retention in Nursing Program: Factors Contributing to the Success of ESL Students*

The project that I developed as a result of the research findings is a 3-day professional development workshop that focuses on enhancing faculty members' teaching skills and strategies to accommodate a diverse student population, thereby assisting ESL students in achieving better academic outcomes. This professional development workshop (PDWS), *Enriching Academic Success of ESL Students (EASES)*, highlights strategies and action plans to support members of the faculty in the following: (a) preparing ESL students for what to expect, based on cultural awareness and sensitivity; (b) recognizing ESL students' academic development; (c) providing academic language support; (d) generating teaching strategies that accommodate ESL students; and (e) making general course content comprehensible for ESL students.

The resources required to implement the professional development workshop (PDWS) include: a classroom with a workstation, an LCD projector, a document camera, a sound system, remote controls, and internet access. As the facilitator, I will provide the handouts.

I would appreciate a meeting with you to discuss the prospect of bringing the EASES PDWS to our XXX Community College Nursing Program. I will call your office next week to follow up and schedule an appointment. Please do not hesitate to contact me if I can provide any additional information pertaining to the EASES PDWS before my meeting with you.

Sincerely,

Patience J. Mbulu

## **Understanding the Magnitude of the Effects of Retention Problem of ESL Students**

(synopsis of study for stakeholders to introduce the rationale for the program)

### **Introduction**

The retention problem of ESL students was an issue found not only in the local nursing program, but also nationally. According to the 2013 report from the Department of Health and Human Services, only approximately 12% of registered nurses in the United States were foreign born (HRSA, 2013). The Institute of Medicine (IOM) agreed in its 2011 report that increasing diversity in the field of nursing should be made a priority. According to Wilson et al. (2011), registered nurses contributed immensely to the health and well-being of society, and the shortage of nurses, whether white or from diverse populations, added to healthcare crises in a community and the country as a whole. The IOM recommended that nursing programs and schools should put forth all efforts to increase diversity among nursing students who were enrolled.

A report from the Health Resources noted that this increase led to increased diversity in the nursing profession and a nursing workforce fully equipped to meet the needs of the diverse population that existed in the USA today (HRSA, 2013).

Although the nursing profession constituted the largest workforce in the healthcare industry, minority nurses were not adequately represented, and as a result, the nursing field on the national level was not a reflection of U.S. diversity (Loftin, Newmans, Dumas, Gilden, & Bond, 2012). In 2008, minorities made up 37% of the U.S. population, but only 16.8% of minorities were registered nurses (Loftin et al., 2012). Service Administration (HRSA), on the American Community survey of 2008-2010, revealed that Caucasians in the United States mostly dominated the nursing profession, representing 75.4% (HRSA, 2013).

In my study, qualitative case study design was used to gain insight into factors that contribute to the inadequate retention of ESL students in the nursing program. Five members of the faculty and eight ESL students participated in the research. The themes from ESL students and faculty show that members of the faculty lack the knowledge and skills paramount to effectively facilitate and support the learning of ESL students. Further

education for members of the faculty on how to facilitate the learning of a diverse student population could benefit the nursing program.

My study suggests the need for further education of the faculty. This could take the form of a three-day evidenced-based professional development training workshop, which would educate nursing faculty on the relationship between culture and learning. It would also equip them with the most basic best strategies to address the academic challenges faced by ESL students in this nursing program. Literature reviews further suggest that in order for faculty to cultivate a positive learning environment for international students, they must begin with cultural awareness and respect. Faculty members should make the effort to understand cultural backgrounds, learning cultures, foreign learning styles, and prepare culturally sensitive material to produce trusting relationships with ESL students (Adeniran & Smith-Glasgow, 2010; Heming and Nandagopal, 2011; Miguel, Townsend, and Waters, 2013).

Based on my research, there are reasonable steps that professors can take to help their students better understand what they are teaching. Actions to improve the successful academic outcomes for ESL students in the nursing program will need to begin from faculty down to the ESL students. The priority in nursing is to provide patients with quality healthcare that is congruent with patients' cultural and health beliefs. Social, cultural, and ethnic differences prevent patients from building a trusting relationship with healthcare providers. This leads to avoidance of seeking healthcare in a timely manner. In addition, it prevent patients from sharing critical health history that is important to formulating nursing diagnoses and to developing appropriate plans of care with the nurses. The majority of the ESL population is at higher risk of developing certain diseases. Increasing the graduation rate of ESL students from the local nursing program will considerably increase the number of minority nurses among U.S. healthcare providers, and improve minority quality of life (Doley, 2013).



Sample



Flyer

Enriching Academic Success of ESL Students (EASES)  
A Three-day Professional Development Workshop for Nursing Faculty

Come join us and learn how to:

- ❖ Increase your knowledge about culture and learning
- ❖ Strategize instructional materials to reflect global perspectives in teaching and learning
- ❖ Adapt your lesson plans to help reach the diverse student population
- ❖ Design instructional materials to support various learning styles and cultures

When:

Tuesday, January 20 <sup>th</sup>	8:00 am – 3:00 pm
Wednesday, January 21 <sup>th</sup>	8:00 am – 3:00 pm
Thursday, January 22 <sup>th</sup>	8:00 am – 3:00 pm



Where: Room 122



## **Timeline and Agenda**

On the first day of PDWS, the facilitator's presentation will include an overview of what the 3-day PDWS entails. This overview will allow faculty to be aware of what to expect as they fully participate. In addition before the PDWS participants will have completed a survey as an assessment of their cultural values and beliefs regarding teaching a diverse student population. The first step in becoming a culturally competent faculty member is honest self-evaluation. A culturally competent faculty member develops support for students based on an understanding of the student's culture and beliefs and by effectively addressing the needs of the students (Bennett, 1998; Jeffreys, 2012).

Also on the first day of training, the facilitator will conduct a pre-PDWS self-assessment of current teaching practices. It is important that the facilitator meet participants where they are in order to take them to where they ought to be. In the second half of the first day, the facilitator will present YouTube video clips that show ESL students talking about their experiences in American academic classrooms. It is important that faculty see and hear the ESL students themselves talking about their concerns because a story is more powerful if the person who lived it is the one who tells it. Participants will engage in discussions and other activities.

The second day will also be presented in three sessions, two before and one after lunch break. The reading assignment from the first day will be collaboratively discussed. During the second half of the second day participants will view additional YouTube video clips on culture, English-language learners, and the SIOP model, followed by group activities.

Day three will begin with my asking participants to share their thoughts with group members on what arose from reading the two assigned chapters from *Look At Me When I Talk to You* (2012) for homework. The majority of the time on day three will focus on application of some of the eight components of the SIOP model as workshop participants begin on a plan of action, incorporating the new knowledge into their teaching methods. Each faculty member will adapt a current lesson plan by applying new knowledge while also reflecting on the rationale behind adopting certain strategies and additions.

### Day One

#### Session 1: Introduction to the Professional Development Workshop (PDWS)

**Objective:** Explain the basis, intention, and objectives of the PDWS

Materials:

- *Look at Me When I Talk to You* (2012) by Sylvia Helmer
- Pre-self-assessment data form
- Slips of paper, each one with a number from 1-30
- Paper for reflection and note taking
- Pens for writing
- PowerPoint slide handout
- Workshop objectives
- All items for exercises
- YouTube Video
- Collocations dictionaries
- Medical terminology dictionaries

#### Day 1: Session 1: Introduction

8:00 - 8:15 am	Introductions and sign in
8:15 - 8:30 am	Workshop kick off and discussion stimulation activity <b>Think-Pair-Share:</b> The participants will be asked to introduce themselves to each member of their table. After the introductions, I will instruct participants to pair with a partner from their table and share with the partner the objectives they find the most intriguing. The focus of this exercise is to allow participants to establish their training needs and expectations from the workshop pertaining to PDWS objective.

- 8:30 - 9:15 am      PowerPoint presentation: The research project and the findings will be discussed. Introduce and discuss the four program objectives. During this presentation, I will ask participants to identify ESL students from a picture that I will put up on a slide. This activity will lay the foundation and stimulate the discussion of culture and learning.
- 9:15 - 9:30 am      Establish/discuss guidelines for the workshop and the rationale for the guidelines. Guidelines are crucial to maintaining respectful, organized, collaborative milieu, and experience.
- Clarification on questions participants may have regarding this workshop. It is important that everyone is clear on activities including the objectives.
- 9:30 - 9:45 am      Purpose of the Reflective Journal: Faculty members will be informed that the reflective journal will be collected at end of each session. The reflective journal will help in assessing each workshop session and whether or not the participants gained new skills or knowledge. For reflection, participants will respond to two prompts: What objective(s) are addressed during today's session, What thinking emerged for you from today's activities, and What is one thing you would try to include in your lesson plan from now on? They will also add any questions or comments to the facilitator on any part, skill, or concept from the first day's sessions that they want to have clarified in the upcoming workshop sessions.
- 9:45 -10:15 am      Break

### **Day 1: Session 2: Activities on Cultural Awareness and Sensitivity**

Objective: Recognize the relationship of culture to learning, how culture influences life experiences as it relates to learning.

Materials:

- PowerPoint slide handout (Day 1- cultural awareness)
- Cultural sensitivity sharing of individual's travels and social events
- Blank paper for individual and group activities
- Internet access to view YOUTUBE videos

#### **Honoring Student Experience:**

<http://www.tolerance.org/module/critical-practices-anti-bias-education-classroom-culture>  
3:18mins- Critical Practices for Anti-bias Education: Classroom Culture

- 10:15 - 10:45 am      Ice Breaker/discussion stimulation: Name at list 5 characteristics of a classroom that would make you feel safe, valued, and respected, I will ask for volunteer to share their thoughts. This brief exercise

will be followed by 3 minutes video and discussion of the video: The anti-bias education. Discussion prompt questions will include: What did you learn from the video? How did the teacher in the video honor the students' experiences? What 5 characteristics of a classroom would make you feel unsafe? Participants will have five minutes to discuss in groups of four tables and a member of each group will report responses. The facilitator will go around the room while group discussion is going on. The activity will stimulate a discussion of how most ESL students perceive faculty teaching styles and strategies.

10:45- 12:00 noon PowerPoint Presentation: Day 1-Session 2: Culture and Learning

**Ice breaker Activities. Activity 1: Scope of Faculty's**

**International Travel Experience** (25 minutes) Everyone will be given a number on a piece of paper from 1 to 30 and will be asked to reflect upon their life experiences related to 2 topics. Both topics for sharing will be announced at the same time so everyone can think about how they could respond if called upon. Numbers will be randomly announced from a list (and checked off when used). Part of the group will respond in Activity 1, and the others will respond when their numbers are called for Activity 2. Some may not get time to speak.

**Activity 1:** When your number is called, share with the group (a) where the farthest place in the world is that you have traveled to, (b) how you felt about being there, and (c) thing that you learned there.

**Activity 2: Sharing Intercultural Eating or Social Experiences**

(25 minutes) Tell us about a time when you either (a) attended a party or event organized by people from a different culture than yours, or (b) invited someone from a different culture to a party, dinner, or event you organized. Tell us how you felt about being there or one thing you learned from that experience.

These two related ice breaker activities are for faculty getting acquainted with others in the workshop as to what kinds of cultural experiences could be learned by travel and by sharing food and social situations with people from other cultures different from their own. One goal is for them to notice that people might not share the same views or reactions to being in the same situation. Another goal is to discover all those who have traveled further outside their cultural comfort zones and may have other insights to share during the next three days.

**Intercultural Communication Model: Developmental Model of Intercultural Sensitivity (DMIS)**

### Cultural Competence: What Does It Mean For Educators (6:20 minutes?)

<https://www.youtube.com/watch?v=U42MApeXi9w>

It is important that members of faculty reflect and share their personal perceptions, experiences, and feelings as teachers of ESL students. It is important that the stages of faculty members' ethnocentric or ethnorelative views are established by each person thinking about his or her own experiences with people and places they have experienced in life and considering which stage where each one thinks he or she may be in the DMIS continuum. This exercise is necessary in the establishment of a possible baseline stage for each faculty member regarding an individual's level of cultural awareness and sensitivity. The members of the faculty will be guided in the discussion for predicting which stage they see themselves. The faculty will be told that by Day 3 of the PDWS they will be given the collective results of some of the items from the pre-workshop cultural competence survey and approximately which stage(s) they as total nursing faculty are in.

This activity is significant in beginning to move faculty from the ethnocentric stage, when an individual set of rules or standards are used in judging everyone in the group, closer to the ethnorelative stage when the individual is comfortable with intercultural differences and is able to function under standards different from how that individual was raised. When members of the faculty have the knowledge and skills to determine the factors contributing to success ESL students' academic performance, based on the complex relationship of culture to learning and communication as well as noticing what kinds of thinking and behavior indicate which stages some people are in, faculty will become more culturally competent and sensitive over time. When members of faculty are able to recognize and to relate the role of culture to learning, it will facilitate their effort in reconstructing their view of learning and culture from assuming that the culture here in the United States is the only culture to consider when designing course content to a more global point of view of education (developing better humility). The newly acquired insights can bring about increased cultural awareness, sensitivity, and aid in providing the appropriate academic support for ESL students.

“We No Speak Americano - Understanding International Students' Writing”

Video clip (4:45 minutes)

<http://www.youtube.com/watch?v=V7pYB6W049I>

At the end of the video clip, members of the faculty will be asked to express thoughts about the video. I will call on volunteers to share individual thoughts and will encourage all participants to engage in the discussion. It is critical that faculty understand that individual ESL students came to the nursing program with different cultures, prior academic knowledge, and experiences than the faculty members usually have. I will ask participants to share and relate personal classroom experiences with ESL in-class writing and homework activities. I will ask if there is any change in perception regarding the rationale behind struggles of ESL students in the nursing program and why the change in perceptions.

12:00 - 12:45 pm      Lunch Break

### **Day 1: Session 3: Relate Culture to Academic Needs of ESL Students**

**Objective:**      Identify strategies to adapt lesson plans to make them appropriate for the diverse student population

#### **Academic Language Acquisition for ESL Students:**

**Materials:**

- ❖ PowerPoint handout (Day 1-???)
- ❖ Blank paper
- ❖ YouTube video clip: “Why don't Chinese students speak English?”<http://www.youtube.com/watch?v=sgN7TsL8DtY>

12:45 -1:15 pm      Discuss and differentiate the two types of language acquisition for ESL students: the Basic interpersonal Communications Skills (BICS) and Cognitive Academic Language Proficiency (CALP), how it influences learning. Understanding the process and time frame required for the academic language acquisition for ESL students will aid faculty in providing appropriate academic support needed by ESL students, most especially in generating appropriate teaching strategies and in the use of medical and nursing vocabulary throughout their courses.

12:45 -1:15 pm      Group activities, by course sections

Participants will separate into four groups, according to the four course sections in the program. Participants will share teaching methods and strategies currently used in class. Each group will share the combined information from each course with everyone through a spokesperson appointed by the group members. It is

important to know what members of the faculty are currently doing and not doing, as well as sharing experiences with each other. This activity will help meet participants where they are and then take participants to where they need to be. The activity will serve as an evaluation of the workshop at the end of the three days as well in evaluating the effectiveness of the workshop.

### **Day 1- Session 3**

- |                |  |
|----------------|--|
| 1:00 - 2:15 pm | PowerPoint/mini-presentation: Day 1- Session 3: Why using appropriate teaching strategies is significant to the academic success of ESL students.  |
| 2:15 - 2:45 pm | Reflection and Formative Evaluation: Members of the faculty will complete the Formative Evaluation Form. This will allow me to gather information pertaining to the participants' retention of the concepts presented and their willingness to apply the new skills in their classrooms.   |
| 2:45 - 3:00 pm | Explanation of homework assignment: To prepare for tomorrow's activities, read chapters two and three from <i>Look at Me When I Talk to You</i> (Helmer & Eddy, 2003). The chapters explain that humans are the product of the culture in which they were born and raised. Local culture is engraved in humans by parents and the community one is raised in from birth. The chapters further emphasize the importance that individuals should have a good understanding of their own culture prior to attempting to understand other people's cultures. When members of the faculty have a better understanding of their own cultures, it may result in a better understanding of the relationship between cultural influences and ESL students' academic struggles in this new learning environment they are experiencing. Come prepared tomorrow to share with group partners what you learned from the chapters. This assignment is an important part in this workshop because it will help the participants to reflect on what was discussed today and connect it to the two assigned chapters. Participants will begin Day 2 activities with a deeper awareness of culture as the force that drives learning. They will brainstorm on how to incorporate new knowledge into their practices. |

## Day 2

### Session 1: Lesson Plan

Objective: Identify strategies to adapt lesson plan appropriate for the diverse student population

Materials:

- PowerPoint handout (Day 2-Session 1: Lesson Plan)
- Blank Paper

8:00 - 8:30 am      Ice Breaker: Review of assigned chapters for homework: Provide participants with 10 minutes to get into groups, share thoughts, and discuss the assigned chapters. At the end of the assigned 10 minutes, the facilitator will ask volunteers to share highlights from their groups' discussions. This activity is particularly important because it allows the facilitator to assess if increased cultural awareness has taken place.

8:30 - 10:00 am      PowerPoint Presentation: Day 2- Session 1: Lesson Plan. Members of faculty will learn how to adjust a lesson plan to accommodate ESL students in the nursing program. I will introduce the cultural iceberg model introduced in the literature by Hall (1976), Si Thang Kiet Ho (2011), and Jerrold Frank (2013). The main idea for this exercise is to assist members of the faculty in realizing that there is more about ESL students they need to know than what appears on the surface. The iceberg theory is important in this PDWS to illustrate that the pertinent themes that this study derived need to be addressed. Addressing the themes could result in resolving the deeper problem (Frank, 2013), which is the lack of retention of many of the ESL students in the nursing program. It is crucial that faculty understand more about the ESL student population in order to assist them effectively. It is important that faculty learn the various strategic approaches involved in making their lesson materials comprehensible for ESL students. Attaining the critical skills that are involved in developing a lesson plan that is appropriate for ESL learners will allow faculty to apply the newly acquired best practices in adjusting nursing course content in their various courses.

10:00 -10:15 am      Break

### Day 2: Session 2: Adjusting Current Lesson Plan

Objective: Transform previous objectives and learning materials, incorporating newly acquired knowledge of comprehensible content for ESL students.



**Materials:**

- PowerPoint handout (Day 2-Session 2: Lesson Plan)
- Blank paper
- Internet access to view YOUTUBE videos:  
English Language Learners: Culture, Equity and Language  
<http://www.youtube.com/watch?v=5HU80AxmP-U> (5:09 minutes)

**SIOP Video**

<http://www.youtube.com/watch?v=XUdn9ucawAg> (9:00 minutes)

- |                    |  |
|--------------------|--|
| 10:00 - 10:20 am   | Ice Breaker: Participants will engage in discussion of PowerPoint presentation in the first half. Facilitator will encourage faculty in discussion of the materials presented and in asking questions. This activity is important because it will help the facilitator to assess faculty members' understanding of the presentation.   |
| 10:20 - 10:30 am   | <p>PowerPoint/mini lecture: Day 2- Session 2: Lesson Plan</p> <p>Participants will view the SIOP Video clip. At the end of the SIOP video, I will initiate a discussion of the video clip. The following questions will stimulate the discussion: What questions, concerns, issues, or ideals came to mind from the video clip? Did the video provide you with different perspectives on the need to adjust lesson plans to accommodate ESL students in your classrooms? If you have gained a new insight, share your insight with everyone. The first videos emphasize the reflections of ESL learners' reactions to the feelings of exclusion and isolation in classroom activities. The second video will educate faculty on the importance of adjusting their lesson plans to accommodate ESL students. The viewing of the video will allow faculty to see that the academic English struggles encountered by ESL students in the nursing program is not unique to this program. Faculty can be guided to realize that it is a problem experienced by educators of ESL students throughout the United States and that there are strategies to remedy the challenges. As the facilitator, I will call on volunteers for this activity. A complete lesson plan that includes the parts of the SIOP model will be included in Appendix A.</p> |
| 10:30 - 11:45 noon | Interactive Activity: Each faculty member will work on applying the new strategies by adjusting an old lesson plan of his or her own that each brought for this session. Each participant will share his or her lesson plan with his or her group members.   |

11:45 - 12:00 pm      Brain Storming: What challenges do you anticipate as you plan to implement the new knowledge into your lesson plan and teaching? How do you plan to address these challenges? What resources would be required to implement the newly acquired knowledge? A handout of suggestions will assist the facilitator in providing the necessary assistance faculty members may need in making the changes.

12:00 - 12:45 pm      Lunch Break

### **Session 3: Changing Perceptions**

Objective: Transform previous objectives and learning materials by incorporating newly acquired knowledge of comprehensible content for ESL students

Materials:

- PowerPoint (Day 2-Session 2: Lesson Plan)
- Blank paper
- Formative Evaluation Form
- Internet access to view YOUTUBE video

**Nurturing Cultural Competence in Nursing: Promising Practices for Education and Healthcare**

<https://www.youtube.com/watch?v=JpzLzgeL2sA>

12:45 -1:00 pm      Ice Breaker: I will introduce the Dot Exercise. This exercise is to stimulate conversation about how ESL students may be feeling when classroom activities do not facilitate their learning. This will allow the facilitator to clarify any confusion and offer responses to new questions. Participants will view a YouTube video (6:09 minutes). Using videos of ESL learners allows participants to see the ESL students themselves telling their own stories. Seeing someone telling his or her own story is more powerful than reading the story.

1:00 – 2:15 pm      Interactive Activity: Participants have 15 minutes for discussion among group members. Two prompts will facilitate the discussion: How did the video clip affect your perception and understanding of the importance of your role in ensuring more ESL student success in the program? What strategies would you implement to create a more open, caring, and inclusive learning environment for ESL students? Each group will share their response to the prompts. A handout and checklist to use as guides will be provided for faculty

(included in Appendix A). This activity will allow the facilitator to evaluate if there is change in faculty members' perceptions of ESL students.

2:15 – 2:45

Interactive learning: Facilitator will introduce a case study scenario. The activity reinforces previous learning and evaluates whether learning has taken place or not with participants.

Formative Evaluation: Faculty will complete the Formative Evaluation Form. The evaluation will allow for reflection on the part of participants and will serve as an assessment tool for the facilitator.

2:45 - 3:00 pm

Explanation of homework assignment: To prepare for tomorrow's activities, read chapters five and six from *Look at Me When I Talk to You* for EAL Learners in Non-EAL Classrooms. Come prepared tomorrow to share with group partners your take away from the chapters. This assignment is an important part of this workshop because it will help the participants to reflect on what was discussed today as they connect it to the two assigned chapters. Participants will begin Day 3 activities with a deeper understanding of culture as the force that drives learning and also by brainstorming on how to incorporate new knowledge into their practices.

### **Day Three**

#### **Session 1: Action Plan Incorporating New Knowledge**

Objective: Design an action plan on how to incorporate the new knowledge into your teaching materials.

Materials:

- PowerPoint handout (Day 3-Session 1: Action Plan)

8:00 - 8:15 am

Ice Breaker: Participants will share with group members one or two themes or insights that arose from reading the assigned chapter for homework. The purpose of this activity is to encourage participants to share their individual perspectives on the reading assignment, to learn from each other, and to stimulate further discussion. A spokesperson nominated by each group will highlight the reflections of each group.

8:15 - 8:45 am	PowerPoint Presentation lecture: Day 3-Session 1: Action plan
	During this session faculty will learn how to apply the SIOP eight components to lesson plans to improve the academic performance and outcomes of ESL students in the program.
8:45 - 9:15 am	Participants will each complete an individual action plan using the prompt provided by the facilitator: What new skills and strategies can you incorporate in your course and lecture materials to communicate that culture and ESL students are relevant in your course and in your nursing program? By way of faculty developing individual plans, they would demonstrate that they have acquired the knowledge, skills, and ability to apply the new knowledge into their course content. I will know this by comparing each action plan against a SIOP model list handed out earlier.
9:15 – 9:30 am	The facilitator will go to each table to check participants' action plans, commenting on the plans and asking questions about the plans.
9:30 - 9:45 am	Reflective Prompt: Reflecting on your action plan, which area do you anticipate will be the most challenging one for you to develop, incorporate, and implement in your course? Why? Reflecting on the challenges ahead will help faculty to plan ahead.
9:45 -10:15 am	Break

### **Session 2: Application of the Eight Components of SIOP Model**

Objective: Design an action plan on how to incorporate the new knowledge into teaching materials.

Materials:

- PowerPoint handout (Day 3- Session 2: Putting It All Together)
- Blank paper
- Handout worksheet
- Internet access to view YOUTUBE video
- SIOP model observation Follow-up

10:15 - 10:30 am	Ice Breaker: This question will be posed to members of faculty: What would you do differently under each component that will improve ESL students' comprehension of your course content, for creating better chances at successful academic outcomes? The
------------------	---

activity is important; it will assist the facilitator in beginning a dialogue on knowing if all the members of faculty are on board in using a few of the components of the SIOP and clear any reservations participants may have.

10:30 - 12:00 noon      Interactive Activities: Application of the SIOP eight components to nursing course content to accommodate ESL students. Members of faculty will each be handed a descriptive graph form with nine circles. The circle in the middle is labeled *Eight Components of SIOP* with the eight circles surrounding it each labeled with one of the components. Participants will each have the opportunity to complete the form following the instructions provided at the bottom of the form: *List what you would do differently under each component that will improve ESL students' comprehension of your course content for better chances at successful academic outcomes.* Facilitator will solicit several responses to share with the participants. Several volunteers will place their forms on the projector for all to see. This is an important component in improving the knowledge and skills of members of the faculty regarding facilitating the learning of ESL students as they adjust their lesson plans. Furthermore, the activity will help the facilitator assess whether learning took place among members of the faculty.

12:00 - 12:45 pm      Lunch Break

### **Session 3: Adjusting Current Lesson Plan with New Knowledge and Reflection**

Objective: Design an action plan on how to incorporate new knowledge into teaching materials.

Materials:

- PowerPoint handout (Day 3: Session 3)
- 3 x 5 index cards
- Summative Evaluation Form
- Additional Resources to Explore handout
- Collocations dictionaries

SIOP® Institute Testimonials

[http://www.youtube.com/watch?v=Mv\\_xeH3uEQo&index=20&list=UUdU8a4kfEi1hLk9BN4JC\\_3Q](http://www.youtube.com/watch?v=Mv_xeH3uEQo&index=20&list=UUdU8a4kfEi1hLk9BN4JC_3Q) 3.03minutes

- 12:45 - 1:00 pm      Ice Breaker: Participants will view the video clip of testimonials from educators who have had experiences with the SIOP model. Members of the faculty will have the opportunity to share their opinions regarding the video clip. The video clip will serve as motivation for participants and increase the enthusiasm to try a few of the SIOP components. I will make it clear to participants that they are not expected to implement all eight components of the SIOP model all at once. The goal is to make sure participants recognize what the eight components of the SIOP model are. I will emphasize to participants that they can consistently implement one or two components each semester (thus, reducing the stress and anxiety associated with change, thus encouraging the steps toward change in teaching).
- 1:00 - 1:30 pm      PowerPoint Presentation: Day 3-Session 3: Group Presentation
- Participants will receive an SIOP lesson plan template. Facilitator will ask members of the faculty to develop a complete lesson plan on an assigned topic and identify which of the SIOP components they added to the lesson plan. Participants will choose a topic related to each group's course content. Groups will choose a spokesperson to present on behalf of their groups.
- 1:30 - 1:45 pm      Interactive Activity: Brainstorming
- Facilitator will initiate a brainstorming exercise by asking participants to participate in completing a form that the facilitator will hand out for the activity: *Application of Eight Components to consider when creating lesson plans for Nursing Course Content for EASES. Activity instruction will ask that participants individually list what they would do differently under selected components that will improve ESL students' comprehension of their course content to result in EASES.*
- During this activity, the facilitator will encourage participants to brainstorm how members of faculty could provide support for each other during and after this process. Facilitator will encourage participants to establish a plan that would allow them to report back to each other every week or give updates on individual experiences.
- Participants will be asked to work with a buddy during the next semester with the purpose of discussing often what is working and what else could be adjusted in the lesson plan or ways of teaching. It is important that participants make a commitment to work with a partner on working out better lesson plans and new vocabulary resources for their classes before they leave the workshop. The facilitator will suggest that participants use all handouts afforded to

them during the PDWS. The handouts provided state when and how they will apply these strategies in their own courses. At the conclusion of the activity, facilitator will ask that participants take the completed form home, and continue to build upon it. This activity is significant in assessing whether learning took place.

End of PDWS activities: A handout with additional resources will be provided to participants to share with their own students. Students will be provided with additional resources (books and websites). These resources can provide them with additional information that may enhance their college experience.

2:30 – 2:45 pm

Evaluation: Complete the Summative Evaluation Form

The purpose of this step is to provide feedback on whether the training objectives were met and to elicit suggestions for improving the training program.

## Enriching Academic Success of ESL Students (EASES)

### Forms for Day 1: Session 1 Activity

\*\*\*\*\*

#### Cultural Values and Beliefs

##### Pre-Self-Assessment of Cultural Awareness

1. What are my own cultural values and beliefs?

---

---

---

---

---

2. What do I know about the students' cultural values and beliefs?

---

---

---

---

---

3. What values and beliefs do I expect from students?

---

---

---

---

---

How do I feel when a student's cultural values and beliefs are different from mine?



---

---

---

---

---

4. What actions do I take when a student's cultural values and beliefs are different from mine?

---

---

---

---

---

5. How do/could different cultural values and beliefs affect the student's relationship with me, other nursing faculty, nurses, and peers?

---

---

---

---

---

6. How do/could different cultural values and beliefs affect the student academic outcomes, satisfaction, stress, persistence, and retention?

---

---

---

- 
- 
7. What is my motivation for engaging in the process of becoming culturally competent?

- 
- 
- 
- 
- 
- 
8. What is my level of commitment in developing cultural competence?

- 
- 
- 
- 
- 
- 
9. What are my strengths, weaknesses, gaps in knowledge and skills, goals, and priorities?

- 
- 
- 
- 
- 
- 
10. What are my perceptions of cultural difference and the implications of cultural differences?

---

---

---

11. Do I associate negativity with cultural differences? Explain your response

---

---

---

---

---

12. How do I feel when I hear a co-worker say that all humans are the same?

---

---

---

---

---

13. What are my emotional responses to other people's cultural views?

---

---

---

---

---

14. How do I create understanding? Do I apply my ideas and ideas of other people in my group to create understanding?

---

---

---

---

---

### Teaching and Strategies

Pre-Workshop	Using the table below, check YES or NO beside each teaching and learning strategy currently used in class. Check a percentage that best describes how often you use it in class.									
Teaching-Learning Strategy	Yes	No	10%	30%	50%	60%	70%	80%	90%	100 %
Lecture										
Class discussion										
Small group activities										
Paired-group activities										
Case study										
Simulated role play										
Role play										
Gaming										
Debate										
Group presentation										
Individual presentation										
PowerPoint presentation										
Group Poster presentation										
Individual Poster presentation										
Storytelling										
Interview										
Paired problem-based learning										
Paired clinical skills practice										
Paired or group clinical assignment										
Library literature review										
Discussion board or chat room										
Reflection										
Video watching										
Journal articles										
Supplementary readings										
Computer assisted-instruction										
Practices test questions										
Skills demonstration										
Skills return demonstration										
Guided questioning										
Concept maps										
Patient simulator scenario										
Journaling										
Other										

*Adopted from NUR Model, 2012 with permission?*

## PDWS PowerPoint Slides -52

### **Slide 1            Enriching Academic Success of ESL Students (EASES)**

Patience J. Mbulu, RN, MS  
Walden University, College of Education

### **Slide 2            Enriching Academic Success of ESL Students (EASES)**

#### **A 3-day seminar for members of faculty in a community college nursing program**

##### **Day 1-Session 1 Introduction**

*Don't try to fix the students, fix ourselves first. The good teacher makes the poor student good and the good student superior. When our students fail, we, as teachers, too, have failed.*  
*- Marva Collins*

Facilitator's Notes: Facilitator will ask participants to take a minute to reflect on the quote on the slide. Reflection will focus on:

- What does the quote mean to you?
- How important is this quote in regards to teaching?

The facilitator will ask for individual volunteers to share thoughts with everyone, to facilitate discussion.

### **Slide 3            *Retention in Nursing Program: Factors Contributing to the Success of ESL Students***

- Purpose
- Participants
- Findings

Facilitator's Notes: facilitator will inform the participants of what is going to be discussed next: The purpose of the study that the facilitator conducted at this community college nursing program: To gain insight into the perceptions of members of faculty and ESL students on factors contributing to the academic success of ESL language students in the nursing program.

Participants in the research study: 5 members of faculty and 8 ESL students. Student participants were selected from the last year in the nursing program to prevent conflict of interest as a result of my being a faculty member in the first year of the program.

Findings: Data analysis indicated that faculty lack cultural awareness/sensitivity, faculty lack knowledge of ESL students' academic development, students lack faculty support, and there is a lack of academic language support for ESL students.

## Slide 4 Criteria for Selecting Participants

- Characteristics of students identified as ESLs
- How were students identified as ESLs?

Facilitator's Notes: Facilitator will ask participants to answer the following questions:

- Can you tell from looking at this picture who the ESLs are?
- Can you tell what the learning needs of each one of these students are?
- How would you determine the academic English level of each one of these students to better support all the students individually?

The facilitator will encourage discussion on how to identify ESLs. The facilitator will explain to participants if faculty are not taking the time to find out from ESL students about their background, such as where they came from, how long they have been in this English-speaking country, how they learned to speak English, and what language they speak at home, then they will not be as effective in providing academic support.

The facilitator will explain the process used in identifying ESLs for this research as follows:

Prior to notification of potential participants, I emailed a letter to my site partner seeking permission to conduct a research study and to use the data collected; permission was granted. The school identified the ESL students through information students had offered in their demographic data forms. These forms are designed by the nursing program for the purpose of collecting demographic data from the nursing students. The forms are handed to all the students to be completed at the beginning of each semester in the nursing program. From these forms, the school generated a list of ESL students who met my research criteria (of Native-born ESL students, ESL students on I-95 visas, At-Risk ESL students, and ESL students having unsuccessful academic outcomes). Then I sent invitations via email to the students on the list. The email emphasized that all participation was voluntary

## Slide 5 The Problem

This study investigated the contributing factors to the decrease in the retention of ESL students compared to non-ESL students.

Facilitator's Notes: The facilitator will read the slide and give more details about the study. The facilitator will show student photos of some groups and also some individual students in the nursing program or in the college at large. As stated on the previous slide, the facilitator will ask which ones are the ESL students in the photos. The facilitator will stress that the expectation of the research was to gain insight into the perceptions of both the faculty and the ESL students on their experiences in this college's nursing program. Responses in interviews from both the students and the faculty gave more insights into why fewer ESL students graduate from the college's nursing program.

**Slide 6****Literature on ESL Students in Nursing**

The ESL student population on the campus where our nursing program is located is higher than that of the native English-speaking population. Yet when the population data were released by the college for 2011 and 2012, the college's diversity distribution by campus was compared to diversity distribution in this nursing program, the gap between the retention rate of native English-speaking students and the ESL students was significant (personal communication, May 12, 2012). Refer to the next slide for a table outlining the comparative lack of diversity in the nursing program.

Facilitator's Notes: The facilitator will explain the following evidence from research that provided the rationale for the study. Facilitator will then read slide 6, 7, and 8



**Slide 7 Distribution, by Race/Ethnicity for U.S., State, County, College, Campuses, Nursing Program**

<b>Race/ Ethnicity</b>	<b>United States</b>	<b>State</b>	<b>County</b>	<b>The College</b>	<b>Campus w/ Nursing</b>	<b>Nursing Program</b>
<b>White</b>	<b>78%</b>	<b>61%</b>	<b>49%</b>	<b>31%</b>	<b>20%</b>	<b>43%</b>
<b>African- American</b>	<b>13%</b>	<b>31%</b>	<b>17%</b>	<b>31%</b>	<b>48%</b>	<b>20%</b>
<b>Asian</b>	<b>6%</b>	<b>5%</b>	<b>14%</b>	<b>14%</b>	<b>9%</b>	<b>20%</b>
<b>Hispanic</b>	<b>17%</b>	<b>8%</b>	<b>13%</b>	<b>13%</b>	<b>12%</b>	<b>8%</b>
<b>Native American</b>	<b>1%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>
<b>Multi- Race</b>	<b>3%</b>	<b>3%</b>	<b>3%</b>	<b>12%</b>	<b>10%</b>	<b>9%</b>

Facilitator's Notes: The facilitator will explain that the distribution of the data were categorized by race and ethnicity (personal communication, February 5, 2013). Facilitator will explain to participants that the Africans and the Diaspora are included in the African-American distribution.

**Slide 8 Literature on ESL Students in Nursing**

Despite the steady increase in the number of ESL students in nursing schools, the gap between the native English-speaking students and ESL students in the National Council Licensure Examination for Registered Nurses (NCLEX-RN) was significant when the pass rates of the two groups were compared. Native English-speaking students had a pass rate of 67.7% compared to 33.3% for ESL students (Brown, 2008).

Facilitator's Notes: The facilitator will explain the following evidence from research provided the rationale for the study.

**Slide 9 The Focus of the Study**

This study in our nursing program investigated the following:

Perception of members of faculty based on their experiences as educators of ESL students in the program, regarding academic performance of ESL students and their recommendations to address the issues that may exist.

Perceptions of ESL students in the last year of the program on factors that they thought are contributing to the academic difficulties they may be experiencing in the program, and recommendations on how the difficulties may be addressed.

Facilitator's Notes: The facilitator will read the slide, followed by explanation, that this study generated four themes from faculty and four themes from ESL students that contribute to the academic struggles. The facilitator will present the themes and explain the relationship between the themes from faculty and ESL students:

## **Slide 10                      Themes from Faculty and ESL Students**

### **Themes from ESL Students**

1. Faculty lack cultural sensitivity and awareness
2. Faculty lack knowledge on ESL academic development
3. Faculty do not offer enough support to ESL students
4. Lack of academic language support

### **Themes from Faculty**

1. Faculty lack a background in cultural competency, awareness, & sensitivity
2. Faculty lack knowledge in identifying the academic needs of ESL students
3. Faculty lack knowledge and skill of teaching strategies that accommodate ESL student learners
4. Faculty lack knowledge on preparing ESL students for what to expect in their program and in their classes

## **Slide 11                      Learning Objectives**

After participating in EASES, participants will be able to:

Recognize the relationship of culture to learning and how culture influences experiences related to learning

Identify strategies to adapt lesson plans appropriate for the diverse student population

Transform previous objectives and learning materials by incorporating newly acquired knowledge of comprehensible content for ESL students

Design an action plan on how to incorporate the new knowledge and skills related to ESL students into teaching materials and lesson plans.

Facilitator's Notes: The facilitator will inform participants of plans for the next 3 days. Facilitator tells participants they will be asked to participate in various learning activities: in groups, as a volunteer, and partnering with others. The facilitator will state rules with expectations that will facilitate and foster a respectful and collaborative teaching and learning atmosphere during the workshop. Facilitator will emphasize that everyone is

expected to listen, take part in discussions, silence their cell phones or put them on vibrate. Facilitator will ask participants if there are other expectations that need to be included and if they agree to abide by the stated norms.

## **Slide 12**

### **Think-Pair-Share Exercise**

- Which one of the objectives do you find most intriguing? Why? Select a partner to share your responses with, and after sharing with a partner, please share your ideas with your entire table members.
- Each table will nominate a representative to share thoughts, comments, and concerns from the group.

Facilitator's Notes: The facilitator will ask all participants to introduce themselves to their table members. State name and the course section. After the introductions, the facilitator will instruct participants to pair with a partner from their table. Participants will be informed that they have 5 minutes to share their thoughts and comments.

The facilitator will ask that each pair share their responses with their tables at the end of the 5 minutes. The facilitator will ask each table to select a person from their table to share with the entire group the objectives that were perceived as most intriguing. The facilitator will encourage the groups to share their rationales for their selected most intriguing objectives. The facilitator will encourage participants to ask any additional questions pertaining to the objectives.

## **Slide 13**

### **Reflection**

Self-Reflection:

- Workshop objectives
- Consider the first two objectives. Do you already feel you have good knowledge and skills in the area of one or both of them? Please write down the objective(s) in your journal and share your knowledge and insights with the person next to you.

Facilitator's Notes: The facilitator will ask participants to refer to the objectives handed to them earlier, and to use the provided paper for journaling and documentation to record this exercise. Participants will be asked to submit their reflective journal to the facilitator at the end of the day. The facilitator will ask the participants to take another close look at the objectives, specifically objectives one and two, and reflect and write on the objectives they feel that they have good knowledge and skills for—knowledge and skills that they are currently using in teaching.

The facilitator will ask volunteers to share their knowledge with others. This self-reflection process will allow participants to identify their current classroom practices. They may currently be enhancing the academic English level of the diverse student

population or hindering the learning of the students. This process will allow the facilitator to gain insight into the contradictions noted in teaching practices in diverse classrooms in order to apply some added insights to future discussions during the PDWS.

### **Enriching Academic Success of ESL Students (EASES)**

#### **A 3-day Professional Development Workshop for faculty in Community College**

#### **Nursing Program:**

#### **Day 1: Session 2**

#### **Activities on Cultural Awareness and Sensitivity**

*"Unexamined wallpaper" is a term for classroom practices and institutional policies that are so entrenched in school culture or a teacher's paradigm that their ability to affect student learning is never probed.*

*- Richard Elmore*

#### **Slide 15 Faculty Cultural Experiences in Travel or in Social Events**

##### **Scope of Faculty's International Experience**

1. It is important to assess the cultural values and beliefs of members of the faculty, and what they may already know about their ESL student population, and a pre-self-assessment of cultural awareness sensitivity is required to establish this baseline (Jeffreys, 2012).
2. What questions or comments emerge from this self-assessment?
3. You have 50 minutes to complete both activities

Facilitator's Notes: The facilitator will introduce the Scope of Faculty's International Travel and Social Experiences activities. The facilitator will explain to participants that everyone will be given a number on a piece of paper from 1 to 30 and will be asked to reflect upon their life experiences related to 2 topics. Both topics for sharing will be announced at the same time so everyone can think about how they could respond if called upon. Numbers will be randomly announced from a list (and checked off when used). Part of the group will respond in Activity 1, and the others will respond when their numbers are called for Activity 2. Some may not get time to speak. The topics participants will respond to when applicable number is called, will be as follows:

**Activity 1: Scope of Travel Experience (25 minutes)** share with the group

(a) where the farthest place in the world is that you have traveled to, (b) how you felt about being there, and (c) 1 thing that you learned there.

**Activity 2: Sharing Intercultural Eating or Social Experiences (25 minutes).** Tell us about a time when you either (a) attended a party or event organized by people from a different culture than yours, or (b) invited someone from a different culture to a party,

dinner, or event you organized. Tell us how you felt about being there or 1 thing you learned from that experience. These two related ice breaker activities are for faculty getting acquainted with others in the workshop as to what kinds of cultural experiences could be learned by travel and by sharing food and social situations with people from other cultures different from their own. One goal is for them to notice that people might not share the same views or reactions to being in the same situation. Another goal is to discover all those who have traveled further outside their cultural comfort zones and may have other insights to share during the next three days

## **Slide 16** **Culture and Learning**

Essential Knowledge Areas:

1. Experience as educator of ESL students
2. Intercultural communication
3. Developmental model of intercultural sensitivity (DMIS)
4. Ethnocentric stage
5. Ethnorelative stage

Facilitator's Notes: The facilitator will explain that it is important that educators of ESL students reflect on their experiences and feelings. It is important members of faculty recognize where they each are on the DMIS scale. The facilitator will inform participants that this activity is significant in moving from the current (possibly ethnocentric) stage, when an individual set of rules or standards are used in judging everyone in the group to the necessary (ethnorelative) stage, when the individual is comfortable and able to function under different standards.

## **Slide 17** **Ethnocentric stage**

What is meant by *ethnocentric*?

- Denial of difference
- Defense of difference
- Minimization of difference

Facilitator's Notes: The facilitator will read the slide, define ethnocentric, and explain related terms. The facilitator will state: "ethnocentric," as explained by Bennett (1998), "is . . . defined in the simplest possible way as assuming that the worldview of one's own culture is central to all reality" (Mahoney & Schamber, 2004, p. 315). When an individual set of rules or standards are used, usually the person is judging everyone in the group by that person's view of reality.

### *Defense*

Individuals in this stage are aware of differences, and they associate negativity with cultural differences in order to protect their own worldviews. Although the individual in

this stage acknowledges that some differences exist, this person views differences as a threat to his/her own culture

### *Minimization*

These individuals put forth effort to limit acknowledgement of the cultural differences, and they maintain the belief that all humans are the same, meaning these individuals are ethnocentric. Although the individual in this stage acknowledges that differences exist, the individual goes to an extreme to view the differences as minute. Mahoney and Schamber (2004) explain that denial, defense, and minimizations are classified as part of the ethnocentric stage.

## **Slide 18**

## **Ethnorelative**

What is meant by *ethnorelative*?

- Acceptance of difference
- Adaptation of difference
- Integration of difference

Facilitator's Notes: The facilitator will read the slide and define Ethnorelative as follows: Bennett (Mahoney & Schamber, 2004) "explains that ethnorelativism represents a change in perception in that "difference is non-threatening" because "attempts are made to elaborate new categories rather than simply to perceive existing ones" (p. 47). This is a stage when the individual is comfortable and able to function in different frames of mind due to a change in perception (Mahoney & Schamber, 2004, p. 315). The facilitator will elaborate on the terms on the slide:

### *Acceptance of cultural differences*

These individuals acknowledge that all individuals belong to a cultural group, but they may not necessarily agree with the view of the other culture. This individual starts to display some respect toward other people's cultural values and beliefs, and starts to show willingness to learn more about other cultures.

### *Adaptation of cultural differences*

As a result of the change in perception, the person in this stage refines communication methods as necessary to accommodate everyone involved. This individual sees self as a part of a group that is made up of different cultures.

### *Integration of cultural differences*

This individual has experienced a significant change in perception. The person in this stage is no longer in denial that differences in culture exist, now holds a better worldview, and now sees self as part of one culture among many cultures (Mahoney & Schamber, 2004). The individual includes ideas from other cultures to create new understanding. Individuals at this stage have acquired cultural sensitivity knowledge and skills.

Denial, defense, and minimizations are classified as ethnocentric stages. Acceptance, adaptation, and integration of other cultures are categorized as ethnorelative stages (Mahoney & Schamber, 2004). Mahoney and Schamber (2004) further explained that ethnorelativism reflects the change in an individual's perception that has occurred, meaning this individual no longer see differences as a threat, but instead as a strength.

## **Slide 19            Why Is It Important That Members of Faculty**

### **Acquire a Worldview of Cultures?**

#### **Clarification:**

- Distorted world view
- View an ESL student as having a distinct body of knowledge
- Cultural Competence: What Does It Mean For Educators?

Video clip (6:20 minutes)

<https://www.youtube.com/watch?v=U42MApeXi9w>

*"We No Speak Americano - Understanding International Students' Writing" Video clip (4:45 minutes)*

<http://www.youtube.com/watch?v=V7pYB6W049I>

Facilitator's Notes: Prior to the video, facilitator will inform participants that the facilitator will ask for individual volunteer for comments at the end of the video. The facilitator will explain that having a clear understanding of other people's culture will prevent members of faculty from assuming that the culture here in the United States is the only culture to consider when designing course content. Facilitator will make it clear that ESL adult learners come into American colleges with a wealth of prior academic knowledge and life experiences from other cultures. The facilitator will inform participants of the two YouTube clips that will be played next. Facilitator will ask for individual volunteers to share opinions or comments regarding the videos at the end of the videos.

## **Slide 20            Enriching Academic Success of ESL Students (EASES)**

### **A 3-day Professional development Workshop for Faculty in Community College Nursing Program:**

#### **Day 1: Session 3**

- Relate Culture to Academic Needs of ESL Students

*I'm not a fan of technology. I'm a fan of pedagogy, of understanding how people learn and the most effective learning methods.*

*But technology enables some exciting changes.    - Donald Norman*

Facilitator's Notes: Ask participants to take a minute to reflect on the quote on the slide. Reflection will focus on:

- What does the quote mean to you?
- How important is this quote in regards to teaching?

The facilitator will ask individual volunteers to share thoughts with everyone, to guide the discussion.

**Slide 21      Objective: Identify strategies to adapt lesson plans  
Appropriate for the diverse student population**

- Understanding the academic language acquisition (ALA) for ESL Students
- The basic interpersonal communications Skills (BICS)
- Cognitive academic language proficiency (CALP)
- How ALA influences better learning of ESL students

Facilitator's Notes: The facilitator will present the objective for the next section to participants. The facilitator will address the contents on the slide. The facilitator will explain the process and time frame required for the **academic language acquisition for ESL students** to participants. Facilitator will demonstrate to participants the significance of understanding examples of ALA as used in the classroom and the effects on providing appropriate academic support needed by ESL students, most especially in generating appropriate teaching strategies and in the use of medical and nursing vocabulary throughout their courses.

**Slide 22   Academic Language Acquisition (ALA) for ESL Students  
The Basic interpersonal Communications Skills (BICS) Stage:  
BICS Stage Explained**

ESL students could interact with others in the second language very well socially, and significantly contribute to the social situation under discussion.

Facilitator's Notes: Facilitator will explain to participants that the first step toward identifying strategies to adapt lesson plans appropriate for the ESL student population is to understand what Understanding the Academic Language Acquisition (ALA) for ESL students is all about. The facilitator will explain (with examples) that although an ESL student may be able to contribute to social discussion in English language within two years of residing in an English-speaking environment, this level of speaking ability is not an indication that student is able to use many aspects of academic language as used in college classrooms and in the nursing courses, which often use specialized vocabulary, for example.

**Slide 23   Academic Language Acquisition (ALA) for ESL Students  
Cognitive Academic Language Proficiency (CALP) Stage:**



❖ **CALP Stage explained:**

- Most ESL students need comprehensive academic language support to understand course content (Price & Nelson, 2011).
- Acquiring second language proficiency takes 5 to 9 years. Achieving fluency in verbal communication in a second language is not an indication the ESL student would not require second language resources (Price & Nelson, 2011; Echevarria, Vogt, & Short, 2013).

**Factors contributing to achievement of academic language acquisition:**

- Degree of support and extra resources from the academic institution
- The length of time in the English-speaking academic learning environment

Facilitator's Notes: Facilitator will explain to participants that the first step toward identifying strategies to adapt lesson plans appropriate for the ESL student population is to see examples of Understanding the Academic Language Acquisition (ALA) for ESL Students. Facilitator will emphasize that most ESL students lack the luxury to wait five to seven years to master English language to begin their college education. Rather, ESL students must learn to be proficient at higher levels of the English language and to take college courses at the same time. Facilitator will explain that for these reasons, the members of the faculty need a uniform effective instructional method to develop better pedagogy skills and to implement the course content in a nurturing learning environment.

**Slide 24 How Can the Academic Institution Support ESL Students?**

❖ **The Sheltered Instruction Observation Protocol (SIOP):**

A model that has been shown through research to have effectively improved the academic outcomes of ESL students wherever it has been implemented by teachers who are trained to use its components well (Echevarria, Vogt, & Short, 2013; Salcedo, 2010; Short, Fidelman & Louguit, 2012).

Facilitator's Notes: Facilitator will inform participants the SIOP model suggests eight ways faculty could adjust in their lesson plans to meet the needs of ESL students in their classrooms. Facilitator will explain that some important aspects of making lesson materials comprehensible for ESL students are the approaches involved in implementing certain strategies in lesson plans and in using and offering comprehensible vocabulary by strategically planning lessons to include: Preparation, building background, comprehensible input, strategies, interaction, practice and application, lesson delivery, and review and assessment. Facilitator will ask participants to refer to the "Cheat Sheet on Lesson Plan for Diverse Classroom," a handout for faculty previously distributed for practice for the next exercise.

**Slide 25 Identify strategies to adapt lesson plans appropriate for the diverse student population (Continued)**

**Pre-Workshop assessment of Teaching and Strategies  
Group Activities**

- Reflection and evaluation
- Assignment for the next day

Facilitator's Notes: The facilitator will review the last activities of the day with participants, by reading the slide, explaining the activities, and providing instruction. The facilitator will distribute the Pre-workshop teaching strategies assessment (see assessment for this in Appendix A) to participants.

Facilitator will instruct participants as follows: Using the table provided, check YES or NO beside each teaching and learning strategy currently used in your classes. Check a percentage that best describes how often you utilized a strategy or method in your classes. Facilitator will inform participants to return the form to facilitator upon completion and discussion with table members.

Participants will be asked to separate into 4 groups, according to the four course sections in the program. Participants will share teaching methods and strategies currently used in class individually. Facilitator will ask each table to select a representative to share current course strategies with the entire group. The facilitator will encourage participants to reflect and share experiences from previous teaching practices.

The facilitator will ask for comments, questions, concerns, from participants on the activities of the day. The facilitator will explain the second workshop day homework assignment to participant: To prepare for tomorrow's activities, read chapters two and three from *Look at Me When I Talk to You*, a small book by Helmer & Eddy, that will be handed out to participants as they hand me their paper work for the day. A formative evaluation form will be distributed to participants to be completed and handed to me.

**Slide 26 Enriching Academic Success of ESL Students (EASES)**

**A 3-day seminar for members of faculty in a community college nursing program**

**Day 2-Session 1**

*It ain't what you don't know that gets you into trouble.  
It's what you know for sure that just ain't so.  
- Mark Twain*

Facilitator's Notes: Participants will be asked by the facilitator to take a minute to reflect on the quote on the slide. Reflection will focus on:

- What does the quote mean to you?

- How importance is this quote?

The facilitator will ask for individual volunteers to share thoughts with everyone, to facilitate discussion.

**Slide 27      Enriching Academic Success of ESL Students (EASES)**

**Day 2-Session 1**

Reflections and Thoughts evoked from Homework Assignments and Day 1 activities:

- What feelings and thoughts were stimulated from your homework readings?
- What new information was acquired as a result of day-one activities and homework?
- What impact would the new information have on your counseling of ESL students?
- What new teaching and learning strategies could you potentially include in your lesson plan?

The facilitator will ask for individual volunteers to share thoughts with everyone, to facilitate discussion.

**Slide 28      Enriching Academic Success of ESL Students (EASES)**

**Day 2-Session 1**

**Objective**

Identify strategies to adapt lesson plans appropriate for the diverse student population

- The review of literature for my study indicated that ensuring that nurse educators acquire cultural competency is a major part of achieving a culturally conducive learning environment. A classroom that is structured based on global viewpoints will inspire activities that engage students from all ethnic backgrounds, foster feelings of inclusion rather than exclusion, and ensure that students achieve successful academic outcomes (Gay, 2002; Riner, 2011; Suliman & Tadros, 2011).

Facilitator's Notes: Facilitator will read the slide to participants. Facilitator will stress that literature review showed that a lesson plan that facilitates the learning of diverse classroom is one that include activities that encourage students to apply own culture and past academic experiences to stimulate critical thinking and widen academic knowledge.

**Slide 29      Enriching Academic Success of ESL Students (EASES)**

## Day 2-Session 1

### Objective

Identify strategies to adapt lesson plans appropriate for the diverse student population

- Research shows that nurse educators have the ability and prospect to develop course content based on global viewpoints by using evidenced-based best practices. Evidenced-based practice includes knowledge, experience, and best practices that are acquired through continuing education (Riner, 2011).

Facilitator's Notes: Facilitator will read the slide to participants.

### **Slide 30      Enriching Academic Success of ESL Students (EASES)-Cont.**

- Literature review showed that nurse educators who take part in professional development do better in developing a lesson plan that facilitates the learning of diverse a classroom, a classroom that includes activities that encourages students to apply their own cultures and past academic experiences to stimulate critical thinking and widen academic knowledge.

### **Slide 31      Enriching Academic Success of ESL Students (EASES)**

## Day 2-Session 1

Reflection and Brainstorming on Teaching Strategies:

- Share the experiences you have had in the classroom as an educator with ESL students in your class.
- What do know about your ESL student population that could help in adapting your current lesson plan to make it inclusive?
- What new strategies do you plan to implement to be inclusive of ESL students?
- Why is it important that ESL students feel included?

Facilitator's Notes: The facilitator will ask participants to write their thoughts on the provided paper. This exercise will facilitate reflection that could result in transformation.

### **Slide 32      Enriching Academic Success of ESL Students (EASES)**

## Day 2-Session 1

### Cultural Iceberg Exercise

Facilitator's Notes: The facilitator will introduce the cultural iceberg model introduced in the literature. The main idea for this exercise is to assist members of faculty in realizing that there is more about ESL students they should know than what appears on the surface. They cannot judge a student by merely looking at him or her and making assumptions.

**Slide 33      Enriching Academic Success of ESL Students (EASES)**

**Day 2-Session 1**

**Instructions for Exercise**

- Brainstorm as a group on what culture means and document the responses of your group.
- Right next to the ideas that came to mind regarding culture draw a big iceberg
- What do you know about the iceberg?
- How much of the iceberg do you think should be above the water surface?
- Why is this exercise of the iceberg of importance for EASES?

Facilitator's Notes: The facilitator will hand to each table a piece of construction paper with the word **culture** written on the top left side of the paper. Participants will be asked to follow the instructions on the slide. The facilitator will inform participants that they have 10 minutes to complete the exercise. The facilitator will ask each group to nominate a spokesperson to present on behalf of the group. The facilitator will explain to participants:

- Only about 20% of the iceberg is above the surface of the water.
- Facilitator will explain that most local culture of a person is similar to the iceberg, in that there are some things that could be concluded about a person's culture by looking at the person.
- Facilitator will inform participants that approximately 80% of a person's culture is not visible, just like the 80% of the iceberg submerged in the water.
- Participants will be informed that a person's knowledge, speaking, writing, thought patterns and language are included in the 80% not easily seen.
- Facilitator will encourage participants to reflect on their individual culture by performing the iceberg exercise.

The facilitator will show the entire group a completed iceberg drawing with the sections marked.

**Slide 34      Enriching Academic Success of ESL Students (EASES)**

**Day 2: Session 2**

**Adjusting Current Lesson Plan**

***I'm not a fan of technology. I'm a fan of pedagogy, of understanding how people learn and the most effective learning methods.  
But technology enables some exciting changes.  
-Donald Norman***

Facilitator's Notes: Facilitator will ask Participants to take a minute to reflect on the quote on the slide. Reflection will focus on:

- What does the quote mean to you?
- How important is this quote in regards to teaching?

The facilitator will ask for individual volunteers to share thoughts with everyone, to facilitate discussion.

### **Slide 35      Enriching Academic Success of ESL Students (EASES)**

#### **Objective**

**Transform previous objectives and learning materials incorporating newly acquired knowledge of comprehensible content for ESL students**

Facilitator's Notes: The facilitator will read the slide as a way of introducing the objective. The facilitator will ask participants to consider the following:

- How important is it to transform previous learning materials?
- How would faculty members approach transforming learning materials into comprehensible content for ESL students?
- Participants will be asked to hold their responses for later discussions.

### **Slide 36      Enriching Academic Success of ESL Students (EASES)**

#### **Dot Exercise**

- The facilitator would like to have 13 volunteers for the next exercise, 7 women and 6 men preferably.
- Volunteers would be asked to line up in a straight line facing the rest of the group.
- The facilitator will touch a volunteer's upper back during the exercise
- Each volunteer will be asked to check the back left shoulders of other volunteers to find the color sticker similar to the sticker color on his or her own back.

Facilitator's Notes: Prior to the exercise, the facilitator will have these items ready: four groups of different colored round sticky paper that will be used during the exercise. The

facilitator will ask the volunteers to continue to face the audience. The facilitator will ask for permission from volunteers to place a sticker on the back left shoulder of each volunteer. A total of four groups, each group consisting of three participants will have four different sticker colors. The 13<sup>th</sup> volunteer will be the only person who will have a totally different sticker color. The facilitator will ensure that the stickers are placed in no particular order. The facilitator will need three stickers from each of the four color groups. The facilitator will ask participants to follow the instructions on the slide for this exercise. The participants will not be informed of the details of the exercise. The facilitator will help participants in reflecting on what was observed during the exercise. The facilitator will ask participants to respond to the following questions after the Dot Exercise:

- What were the observations of those who did not have roles in the exercise?
- What did you observe that was very obvious?
- To those who took part in the exercise, how would you describe what you just experienced?
- How did this experience make you feel?
- To the participant with the color that was different, what was this experience like for you?
- To the participant with the color that was different, when did you discover that you may have a different color from others?

The facilitator will take note of themes that may arise from the discussion of the exercise. (Some participant may feel that he/she was excluded).

The facilitator will ask the entire group to volunteer their feelings and thoughts on why this exercise was necessary and what they took away from the exercise.

### **Slide 37      Enriching Academic Success of ESL Students (EASES)**

#### **Reflection and Brainstorming**

When was the last time you entered a culturally different environment and felt like the stranger?

- How did you feel?
- How did you act?
- Why did you feel the way that you felt? (Jeffreys, 2012).

Facilitator's Notes: The facilitator will ask participants to take five minutes to write down their responses to the above slide and the prompts from slide 38 below. Facilitator will solicit volunteers to share their thoughts and feelings with the rest of the group. The facilitator will remind participants of the questions on slide 26 they were asked to hold off on their responses for later discussions.

- How important it is to transform previous learning materials?

- What are some ways that the members of the faculty could approach transforming learning materials to comprehensible content for ESL students?

### **Slide 38      Enriching Academic Success of ESL Students (EASES)**

#### **Objective**

**Transform previous objectives and learning materials by incorporating newly acquired knowledge of comprehensible content for ESL students**

- What would the faculty members need to take into consideration or know about ESL students that could facilitate their approaches to transforming learning materials to comprehensible content for ESL students?

Facilitator's Notes: The participant will be asked to reflect on the Iceberg exercise and Academic Language Acquisition to respond to the question on the slide. The facilitator will guide participants to see examples of ESL students' prior leaning experiences, their possible knowledge of the levels of speaking, writing, thought patterns, and language that should be taken into consideration.

### **Slide 39      Enriching Academic Success of ESL Students (EASES)**

#### **Objective**

**Transform previous objectives and learning materials incorporating newly acquired knowledge of comprehensible content for ESL students**

<http://www.youtube.com/watch?v=5HU80AxmP-U> (5:09 minutes)

*SIOP Video*

<http://www.youtube.com/watch?v=XUdn9ucawAg> (9:00 minutes)

Facilitator's Notes: The participants will be asked to respond to the following questions and share their responses with their table members:

- What questions, thoughts, feeling, or ideas did the video clips evoke?
- Did the video provide you with different perspectives on the need to adjust your lesson plans to accommodate ESL students in your classrooms?
- If you gained a new insight, share your insight.

Facilitator will ask for a volunteer from each table to share the table's thoughts.

The first videos emphasizes the reflections of ESL learners' on feelings of exclusion and isolation in classroom activities.



The second video will educate faculty on the importance of adjusting their lesson plans to accommodate ESL students.

**Slide 40                      Enriching Academic Success of ESL Students (EASES)**

**Day 2- Session 2: Lesson Plan  
Activities**

**Applying the new knowledge in adjusting a current lesson plan for your course**

Facilitator's Notes: The facilitator will distribute a "Cheat Sheet on Lesson Plan for Diverse Classrooms," a handout for faculty participants. Participants will be asked to select ideas from the eight components on the handout that they will include in their new lesson plan, based on their new knowledge on ESL students. Participants will be asked to each work on applying the new strategies by adjusting an old lesson plan of their own that each one brought for this session. Each participant will share a lesson plan with his or her group members. The facilitator will go around the room making sure everyone is participating, answering participants' questions, and ensuring that concerns are addressed.

**Slide 41                      Enriching Academic Success of ESL Students (EASES)**

**Brainstorming Activities: Looking ahead**

- What challenges do you anticipate in this process?
- How would you plan to address these challenges?
- What resources would be required for planning and implementation?

Facilitator's Notes: The facilitator will ask participants to keep their thinking going on the questions on the slide because there will be a brainstorming discussion after the lunch break. What challenges do you anticipate as you plan to implement the new knowledge into your lesson plan and teaching? How do you plan to address these challenges? What resources would be required to implement the newly acquired knowledge? The facilitator will distribute some additional handouts with suggestions that will assist the participants (See Appendix A). The facilitator will assist by providing the necessary input that faculty members may need in making the changes.

After Lunch:

Facilitator will expect participants to suggest additional books for ESLs to use in their courses (such as *Oxford Collocations Dictionary*, *Longman Advanced American Dictionary*, and *Medical Terminology Dictionary*) among other resources that may be needed. The facilitator will pass out collocations dictionaries so that shoulder partners can see and share the book during this activity regarding their use. I will stress to faculty the importance of ESL students purchasing collocation and medical terminology dictionaries. I will explain that the students do not understand some of the words or phrases in the textbooks, PowerPoints, and handouts. Faculty will all be asked to open their dictionaries, to look for simple phrases that they are given, meant to illustrate how the meaning of

certain English words is difficult to understand when used together in certain phrases. I will convey to faculty that difficulty in understanding certain phrases it is not their fault nor the ESL students' fault, but more rather due to the English language itself. I will review with faculty the steps on how to use these dictionaries. I will give an example of a word the faculty should look up together. I will ask a volunteer to read the dictionary entry aloud. I will ask that they pay attention to how it is different in a collocation dictionary than for other dictionaries. I will select from a list of nursing collocations to look up so they can begin to recognize the where confusion may arise regarding some phrases. I will show them examples of a list of collocations from my course that I want my students to be aware of, and I will emphasize that usually it will not do the students any good to have to look up every word individually. I will ask volunteers to give and find examples of collocations they use in their courses and on their multiple-choice exams.

## **Slide 42          Enriching Academic Success of ESL Students (EASES)**

### **Session 3: Changing Perceptions**

#### **YouTube Video**

- Nurturing Cultural Competence in Nursing: Promising Practices for Education and Healthcare

<https://www.youtube.com/watch?v=JpzLzgeL2sA>

- What thoughts or feelings did the video evoke, during or after the video?
- What effect did the video have on your views on improving the academic outcome of ESL students?
- How did the video clip affect your perception and understanding of the importance of your role in making sure more ESL students succeed in the program?

Facilitator's Notes: the facilitator will ask participants to pair with a table member to discuss the questions following the YouTube video. The facilitator will ask participants to share their thoughts with the entire table. Facilitator will ask for volunteers to share their thoughts and feelings regarding the video with the entire group. After they share, the facilitator will approve what they say as true or make further comments to guide them closer to reality or add suggestions of my own to support the take-aways I had in mind for the video as well as to meet the objectives.

## **Slide 43          Enriching Academic Success of ESL Students (EASES)**

### **Case Study Scenario**

Professor Butterfly: Recently, my classroom has become much more diverse. I have so many older students, men, students with full-time jobs, students caring for children, grandchildren, or aging and disabled family members, students who lived in various

countries before coming to the United States, and students who lost their jobs or are changing their careers because of the economy. I treat all students the same and use the same standards. I don't understand why some students are failing and dropping out. (Jeffreys, 2012)

Facilitator's Notes: The facilitator will read the slide and ask participants to reflect on what has been presented thus far in the workshop as a guide for the next exercise regarding the above case scenario.

#### **Slide 44            Enriching Academic Success of ESL Students (EASES)**

##### **Case Scenario**

##### **Discussion Points**

- How does the issue Prof. Butterfly presented to you make you feel?
- What would you tell Prof. Butterfly that could be contributing to the problems the students are having?
- What responses or suggestions would you offer to Prof. Butterfly?

Facilitator's Notes: The facilitator will allocate 15 minutes for discussion among table members. Table members will select a spokesperson who will present for the group.

Faculty will complete the Formative Evaluation Form. The evaluation will allow for reflection for participants and as assessment of learning for the facilitator.

Faculty will complete the Formative Evaluation Form and submit it with other documents to the facilitator.

#### **Slide 45            Enriching Academic Success of ESL Students (EASES)**

##### **Day 3-Session 1:**

##### **Action Plan Incorporating the New Knowledge**

*Culture is so much an integral part of our life  
that it is often difficult to realize that there are different, but equally valid,  
ways of thinking, perceiving and behaving.  
- Peter Chinn*

Facilitator's Notes: Facilitator will ask participants to take a minute to reflect on the quote on the slide. Reflection will focus on:

- What does the quote mean to you?
- How important is this quote in regards to teaching?

The facilitator will ask for individual volunteers to share thoughts with everyone, to facilitate discussion.

**Slide 46      Enriching Academic Success of ESL Students (EASES)**

**Day 3-Session 1**

**Objective:**

**Design an action plan on how to incorporate the new knowledge into teaching materials**

**Reflection on Assigned Homework-Groups**

Share with group members one or two themes or insights that arise from the assigned reading.

Facilitator's Notes: The facilitator will ask for volunteers to share their groups' reflections. This activity will allow the participants an opportunity to hear the individual perspectives regarding the assignment and to stimulate further discussions.

**Slide 47      Enriching Academic Success of ESL Students (EASES)**

**Day 3-Session 1**

**Action plan handout**

- What new skills, knowledge, and strategies would you incorporate in your course and lecture materials that are visible and communicate that culture and ESL students are relevant in your course, class, and in our nursing program?

Facilitator's Notes: By participants developing individual action plans, they would demonstrate that they have acquired new knowledge, skills, strategies, and the ability to apply the new knowledge into their course content. The facilitator will know that learning took place by comparing each action plan against a model list handed out earlier and a sample of each participant's completed lesson plan. While participants work on this activity, the facilitator will go around to each table, making sure everyone is participating and questions are answered.

**Slide 48      Enriching Academic Success of ESL Students (EASES)**

**Reflection**

- Which area do you anticipate will be the most challenging one for you to develop?

- Which area do you anticipate will be the most challenging to incorporate and to implement in your course? Why?

Facilitator's Notes: Facilitator will ask participants to reflect on their action plans and respond to the reflection prompts on the slide. Facilitator will ask each group to engage in the discussion with table members. The facilitator will call on volunteers to share their thoughts.

#### **Slide 49      Enriching Academic Success of ESL Students (EASES)**

### **Session 2: Application of the Eight Components of the SIOP Model**

#### **Putting it all together - Handout**

- Application of some of SIOP's eight components to nursing course content to accommodate ESL students
- Using graphics to facilitate learning

Facilitator's Notes: The facilitator will distribute graphics examples to support the learning of ESL students.. Members of faculty will each be handed a descriptive graph form, with nine circles. The facilitator will guide the participants as follows: The middle circle is labeled *Eight Components of SIOP*, with the eight circles surrounding the middle each labeled with one of the components.

Participants will each have the opportunity to complete the form following the instruction provided at the bottom of form: *List what you would do differently under each component that will improve ESL students' comprehension of your course content, for better chances at successful academic outcomes.*

Facilitator will solicit several examples to share with the participants what each individual developed. Volunteers will place their forms on the projector for all to see. This is an important component in improving the knowledge and skill of members of faculty on facilitating the learning of ESL students. The activity will help the facilitator in assessing if learning took place with members of faculty and clear any confusion.

#### **Slide 50      Enriching Academic Success of ESL Students (EASES)**

### **Session 3: Adjusting Current Lesson Plan with New Knowledge and Reflection**

SIOP® Institute Testimonials

[http://www.youtube.com/watch?v=Mv\\_xeH3uEQo&index=20&list=UUdU8a4kfEi1hLk9BN4JC\\_3Q](http://www.youtube.com/watch?v=Mv_xeH3uEQo&index=20&list=UUdU8a4kfEi1hLk9BN4JC_3Q)

video clip (3:03 minutes)

#### **Slide 51      Enriching Academic Success of ESL Students (EASES)**

##### **Activity:**

- Brainstorming on Continuous Enforcement Process on the application of eight components in creating lesson plans for Nursing Course Content for EASES

- Buddy check or partnership
- Handouts provided for use as reference

Facilitator's Notes: Facilitator will initiate a brainstorming exercise by asking participants complete a form that the facilitator will hand out for the activity: *Eight SIOP components to consider when creating lesson plans for Nursing Course Content for EASES* (see Appendix A). Activity instruction will include participants individually listing what they would do differently under selected components that will improve ESL students' comprehension of their course content to result in EASES. At the conclusion of the activity, facilitator will ask that participants take the completed form home and that they continue to build upon it. This activity is significant in assessing if learning took place and if the final activity showed some effectiveness of the PDWS because faculty could apply helpful changes to their lesson plans.

During these activities, the facilitator will encourage participants to brainstorm on how members of faculty could provide support for each other during and after this process. Facilitator will suggest and encourage that participants establish a plan that would allow them to report back to each other every week or give updates on individual experiences. Participant will be asked to work with a buddy so that they may discuss together regularly what is working and what could be adjusted in their lessons. It is important participants make a commitment to work with a partner on working out better lesson plans and new vocabulary resources for their classes before they leave the workshop. Facilitator will suggest that participants utilize all handouts afforded them during the PDWS. The handouts provided clearly state when and how they will apply these things in their own courses.

## **Slide 52      Enriching Academic Success of ESL Students (EASES)**

- Questions ??????
- Summative Evaluation

Facilitator's Notes: Evaluation: Complete the Summative Evaluation forms distributed earlier. The purpose of this step is to provide feedback on whether the PDWS objectives were met and suggestions for improving the future presentation.

## Enriching Academic Success of ESL Students (EASES)

### ***DAY 1: PARTICIPANT FORMATIVE WRITING RESPONSE EVALUATION***

*(Completed at the end of Day 1)*

#### **Content Evaluation:**

Write your comment in the space provided the extent to which of today's sections:

- Enlightened you on the purpose of is study Retention in Nursing Program: Factors Contributing to the Success of ESL Students-

---

---

---

---

---

---

- Increased your awareness of how ESL students in the nursing program perceive the members of faculty

---

---

---

---

---

- Explained and Related study findings to your nursing program

---

---

---

---

---

- Influenced your future relationships to ESL student population

---

---

---

---

---



## Enriching Academic Success of ESL Students (EASES)

### ***DAY 2: PARTICIPANT FORMATIVE WRITING RESPONSE EVALUATION***

*(Completed at the end of Day 2)*

#### **Content Evaluation:**

Please write your comment in the space provided below how today's sessions:

- Increased your knowledge and skills related to your practice as educator of ESL students-

---

---

---

---

---

- Will change your teaching practices as a result of what you have learned from the sessions-

---

---

---

---

---

- Were effective for you as a learning resource to improve your teaching

---

---

---

- Will influence your perception of ESL students in the program

## PARTICIPANT SUMMATIVE EVALUATION QUESTIONNAIRE

(Completed at the conclusion of the 3-day training program)

**Course Design:** Circle the number to indicate your level of agreement/disagreement with each of the aspects of course design. Circle 1 for strongly agree and 5 for strongly disagree.

	Strongly agree				Strongly disagree
The program content met my needs.	1	2	3	4	5
Length of the program was adequate.	1	2	3	4	5

How will your teaching practice change based on what you have learned in this PDWS?

---



---



---



---



---

What activities, videos, or new concepts influenced you to change your teaching practice?

---



---



---



---



---

If the program were repeated, what activities, videos, or content should be left out or changed?

---



---



---

**Course Objectives/Course Design:** Circle the letter to indicate your level of agreement/disagreement regarding whether the workshop met its stated objectives (listed below). Circle A for strongly agree and E for strongly disagree.

	<i>Strongly agree</i>			<i>Strongly disagree</i>	
	<i>A</i>	<i>B</i>	<i>C</i>	<i>D</i>	<i>E</i>
<i>Recognize the relationship of culture to learning, how culture influences experiences as it relates to learning.</i>					
<i>Identify strategies to adapt lesson plan to be appropriate for the diverse student population</i>					
<i>Generate instructional materials based on knowledge of global perspectives in teaching and learning</i>					
<i>Transform previous objectives and learning materials, incorporating newly acquired knowledge of comprehensible content for ESL students</i>					
<i>Design an action plan on how to incorporate the new knowledge into teaching materials.</i>					

**Evaluation of the Program Facilitator/ Course Design** : Circle the number to indicate your level of agreement/disagreement with each of the aspects of course design. A for strongly agree and E for strongly disagree.

	<i>Strongly agree</i>			<i>Strongly disagree</i>	
	<i>A</i>	<i>B</i>	<i>C</i>	<i>D</i>	<i>E</i>
<i>Content was presented in an organized manner</i>					
<i>Content was presented clearly and effectively</i>					
<i>The facilitator was responsive to questions/comments</i>					
<i>Teaching aids/audiovisuals were used effectively</i>					

**Facilities/Arrangements/ Course Design** : Circle the number to indicate your level of satisfaction/dissatisfaction with each of these aspects of course design. A for satisfactory and E for unsatisfactory.:

	<i>Satisfactory</i>		<i>Unsatisfactory</i>		
<i>Meeting rooms and facilities</i>	<i>A</i>	<i>B</i>	<i>C</i>	<i>D</i>	<i>E</i>
<i>Day of week</i>	<i>A</i>	<i>B</i>	<i>C</i>	<i>D</i>	<i>E</i>
<i>Time of day</i>	<i>A</i>	<i>B</i>	<i>C</i>	<i>D</i>	<i>E</i>

*Additional comments and suggestions:*

## **ADDITIONAL RESOURCES TO EXPLORE**

Cultural Competence: What Does It Mean For Educators?

<https://www.youtube.com/watch?v=U42MApeXi9w> 6:20 mins

Cultural Competence for Healthcare Providers

<https://www.youtube.com/watch?v=dNLtAj0wy6I> 9 mins

Cultural Competence: Managing Your Prejudices

[https://www.youtube.com/watch?v=E1MI\\_h0HIcw](https://www.youtube.com/watch?v=E1MI_h0HIcw) 6:19 mins

Diversity Challenges - What Would You Do?

<https://www.youtube.com/watch?v=n6kUaDp5FVU> 7 mins

Nurturing Cultural Competence in Nursing: Promising Practices for Education and Healthcare

<https://www.youtube.com/watch?v=JpzLzgeL2sA> 8:09 mins

<http://www.tolerance.org/differentiated-instruction>

<http://www.tolerance.org/module/critical-practices-anti-bias-education-classroom-culture>  
3:18mins

## **Cultural Values and Beliefs**

### **Post- Self-Assessment of Cultural Awareness**

1. What are my own cultural values and beliefs?

---

---

---

---

2. What do I know about the students' cultural values and beliefs?

---

---

---

---

3. What values and beliefs do I expect from students?

---

---

---

---

4. How do I feel when a student's cultural values and beliefs are different from mine?

---

---

---

---

5. What actions do I take when a student's cultural values and beliefs are different from mine?

---

---

- 
- 
6. How do/could different cultural values and beliefs affect the student's relationship with me, other nursing faculty, nurses, and peers?

- 
- 
- 
- 
7. How do/could different cultural values and beliefs affect the student academic outcomes, satisfaction, stress, persistence, and retention?

- 
- 
- 
- 
8. What is my motivation for engaging in the process of becoming culturally competent?

- 
- 
- 
- 
9. What is my level of commitment in developing cultural competence?

- 
10. What are my strengths, weaknesses, gaps in knowledge and skills, goals, and priorities?



---

---

---

---

11. What are my perceptions of cultural difference and the implications of cultural differences?

---

---

---

---

12. Do I associate negativity to the cultural differences? Explain your response.

---

---

---

---

13. How do I feel when I hear a co-worker say that all humans are the same?

---

---

---

---

14. What are my emotional responses to other people's cultural views?

---

---

---

---

15. How do I create understanding? Do I apply my ideals and ideas from others in the group from other culture to create understanding?

---

---

---

---

---



Skills return demonstration										
Guided questioning										
Concept maps										
Patient simulator scenario										
Journaling										
Voice over										
Additional handout										
Other										
Other										

*Adopted from NUR Model, 2012*

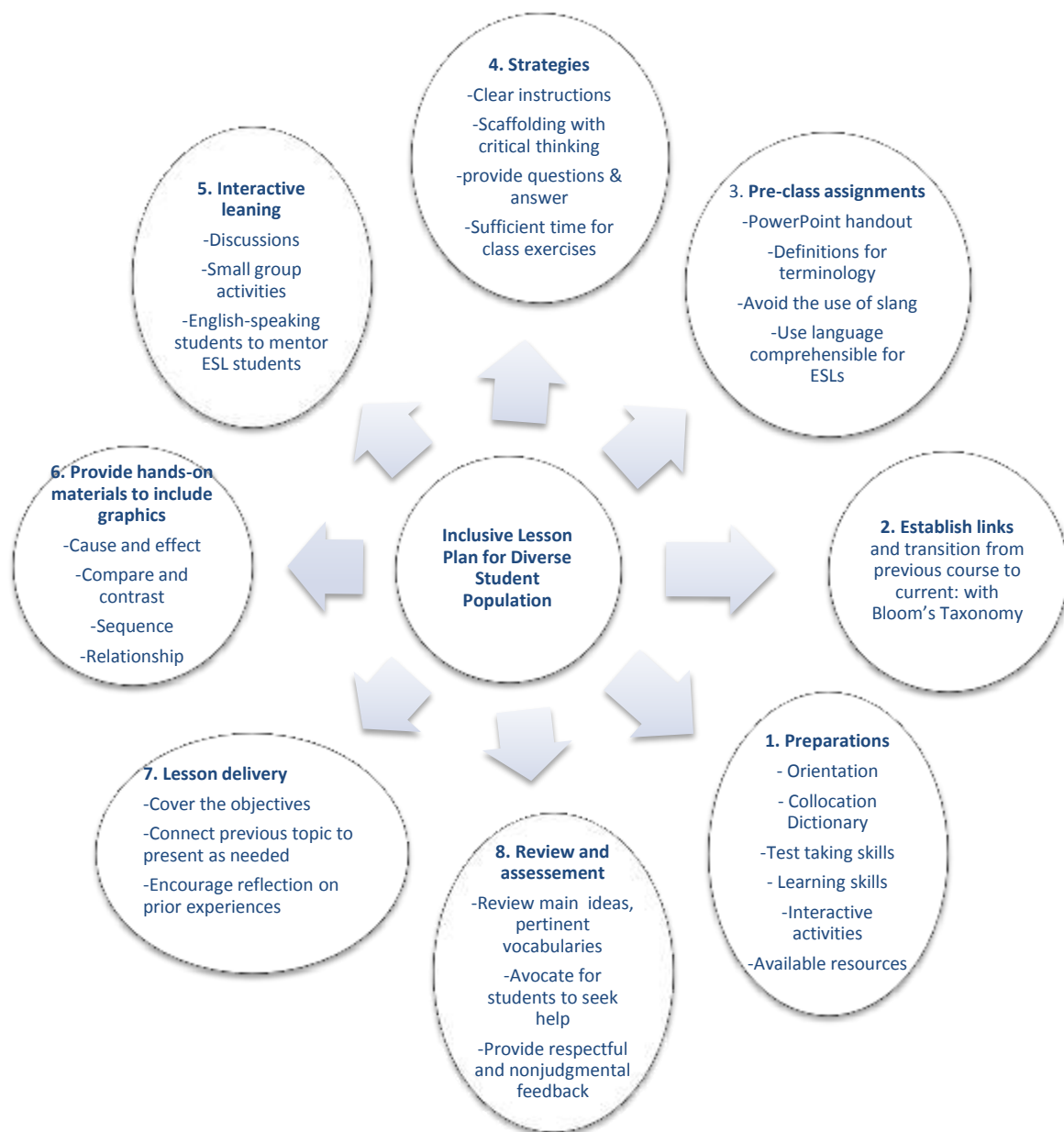
### Cheat Sheet on Lesson Plan for Diverse Classroom—Handout for Faculty

Components	Application to Nursing Course Content in a Class with ESL Students
Preparation	<p><b>Orientation to the course (ample time should be devoted):</b></p> <ul style="list-style-type: none"> <li>• General information about the course (e.g. course requirements, topics that will be covered and relationships of topics, grading, etc.)</li> <li>• Learning skills (metacognitive strategies)</li> <li>• Test taking skills (as expressed by Bloom's Taxonomy)</li> <li>• Be equipped with a list of available resources to help students</li> <li>• Lectures, activities</li> <li>• Suggested additional books for ESL (such as Oxford Collocation Dictionary)</li> <li>• Encourage students to tape lectures</li> </ul>
Building background	<p><b>Establish connection between current course and previous course:</b></p> <ul style="list-style-type: none"> <li>❖ Clear links and transition from previous course to current (utilize Bloom's Taxonomy)</li> <li>❖ Stress that exam questions are based on Bloom's Taxonomy:</li> </ul> <p>-Create a clear transition from previous exams and evaluations (with Bloom's Taxonomy)          -Review previous course exam questions with current course exam questions</p>
Comprehensible input	<p><b>Comprehensible input should include:</b></p> <ul style="list-style-type: none"> <li>❖ Provide consistent pre-class assignments</li> <li>❖ Build on the pre-class assignment during class</li> <li>❖ Assign only the pages from chapters that support objectives (avoid unnecessary reading assignments)</li> <li>❖ Provide PowerPoint with teacher's voice over slides as needed (ESLs will have opportunity to play lecture many times for understanding)</li> <li>❖ Provide handout</li> <li>❖ Provide definitions for terminologies</li> <li>❖ Utilize visual aids, hands-on activities, and demonstrations</li> <li>❖ Use English language comprehensible to diverse student population</li> <li>❖ Refrain from the use of slang</li> </ul>
Strategies	<p><b>Strategies should include:</b></p> <ul style="list-style-type: none"> <li>• Provide clear instructions</li> <li>• Include scaffolding with critical thinking:</li> </ul> <p>-Encourage metacognitive strategies (think aloud, provide questions, ask for rationale for selected choice) to help students identify strengths and weaknesses          -Allow sufficient time for class exercises</p>
Interaction	<p><b>Dedicate most class activities to interactive learning:</b></p> <ul style="list-style-type: none"> <li>• Discussions</li> <li>• Encourage ESL students to tape record lectures</li> <li>• Small group activities (with ESL students in groups with primarily English-speaking students)</li> <li>• Encourage English-speaking students to mentor ESL students (small rewards may be offered to native students who offer to mentor)</li> <li>• Allow sufficient time for group work and presentation</li> </ul>
Practice and application	<p><b>Provide hands-on materials for student to be creative with own ideas, thinking, reading, and writing (graphics):</b></p> <ul style="list-style-type: none"> <li>• Cause and effect</li> <li>• Compare and contrast</li> <li>• Sequence</li> <li>• Problem and solution</li> <li>• Descriptions</li> <li>• Concept maps</li> </ul> <p>- Provide group presentation assignment on topics that is in line with course content (e.g., include poster presentation on a disease)</p>
Lesson delivery	<p><b>Lesson delivery should:</b></p> <ul style="list-style-type: none"> <li>• Focus on course objectives and content</li> <li>• Provide connection between previous lesson to present</li> <li>• Allow reflection on prior knowledge</li> <li>• Language used in Objectives and during interactive learning should be understandable</li> <li>• Establish a nonjudgmental, respectful, nonthreatening learning classroom</li> </ul>

	<ul style="list-style-type: none"> <li>• Encourage individual participation (e.g. draw a name from a hat to stimulate class discussion)</li> <li>• Allow ample time for response.</li> </ul> <p>- Address the content you promised to address</p>
Review and assessment	<p><b>Establish how well students understood content and concept:</b></p> <ul style="list-style-type: none"> <li>• Provide review of the main concept and important vocabulary</li> <li>• Provide post lesson test to establish comprehension or the lack of comprehension.</li> <li>• Encourage students to seek individual help as needed.</li> <li>• Provide respectful and nonjudgmental feedback in a timely manner</li> </ul>

Adapted from Echevarria, Vogt, and Short, 2013. *Making Content Comprehensible for English Learners: The SIOP Model*.

***Ideas to Consider When Creating Lesson Plans for Diverse Student Population***



## Lesson Plan Template

**Lesson Topic:**

**Objective**

Language:

Content:

**Learning Strategies:**

**Key Vocabulary**

**Materials and Resources:**

**Motivation:**

*(Building background)*

**Presentation:**

*(Language and content objectives, comprehensible input, strategies, interaction, feedback)*

**Practice and Application:**

*(Meaningful activities, interaction, strategies, practice and application, feedback)*

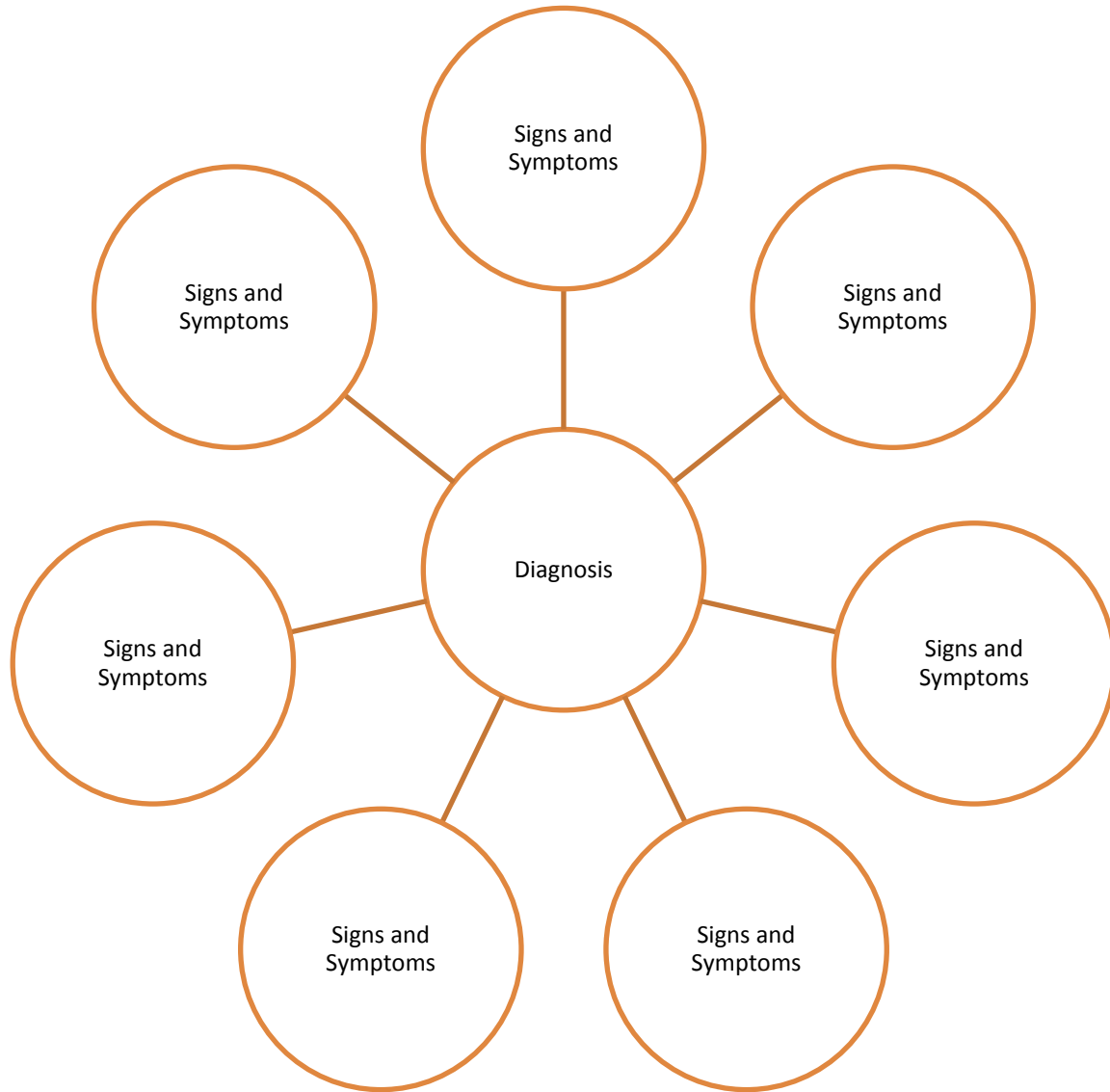
**Review and Assessment:**

*(Review objectives, vocabulary, assess learning)*

**Extension:**

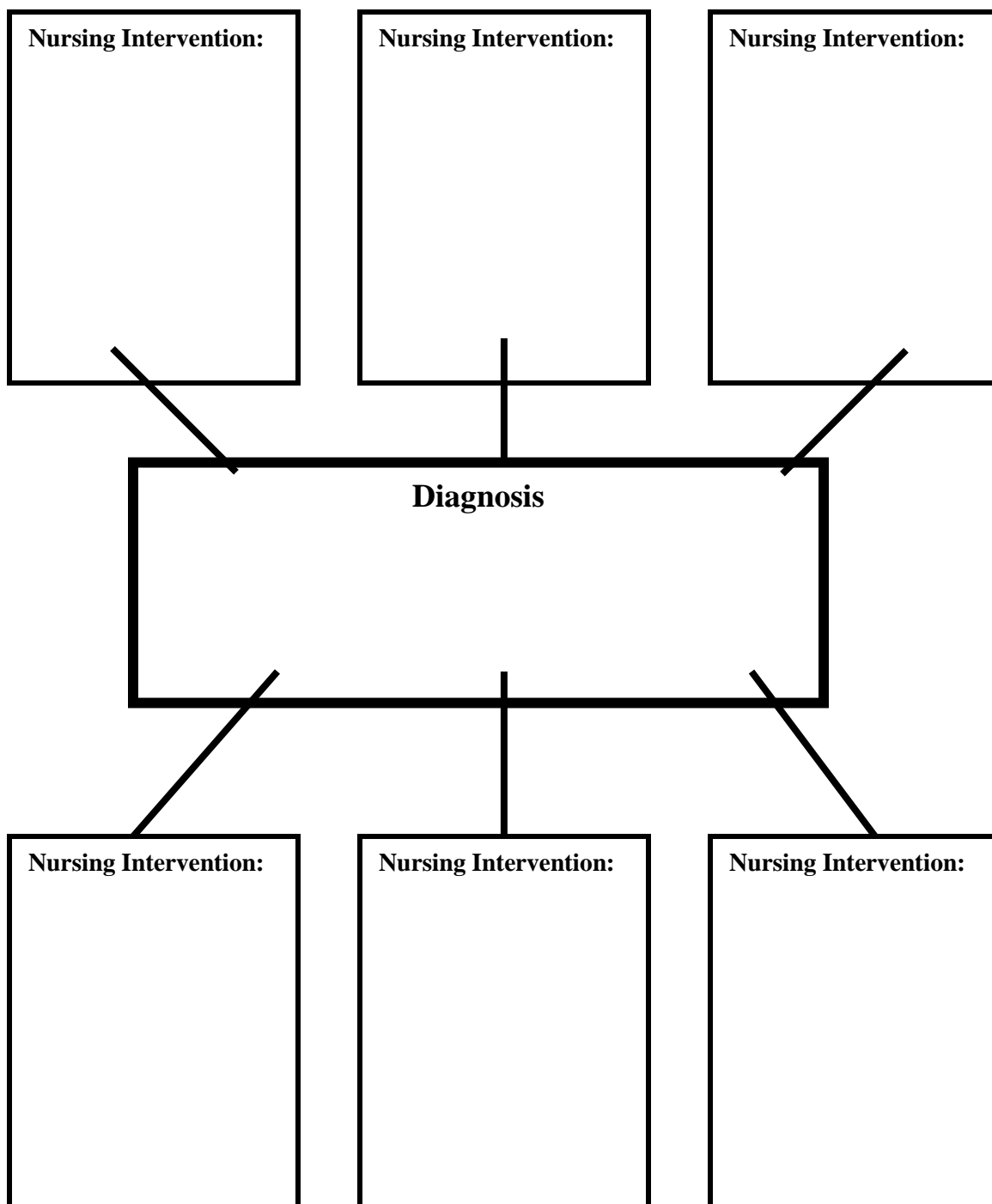


## *Diagnosis, Signs, and Symptoms*



*Application of SIOP Eight Components  
to Nursing Course Content for EASES*

**Problem and Intervention: Use this graph to study for “select all that apply” questions**



*List what you would do differently under each component that will improve ESL students' content learning*

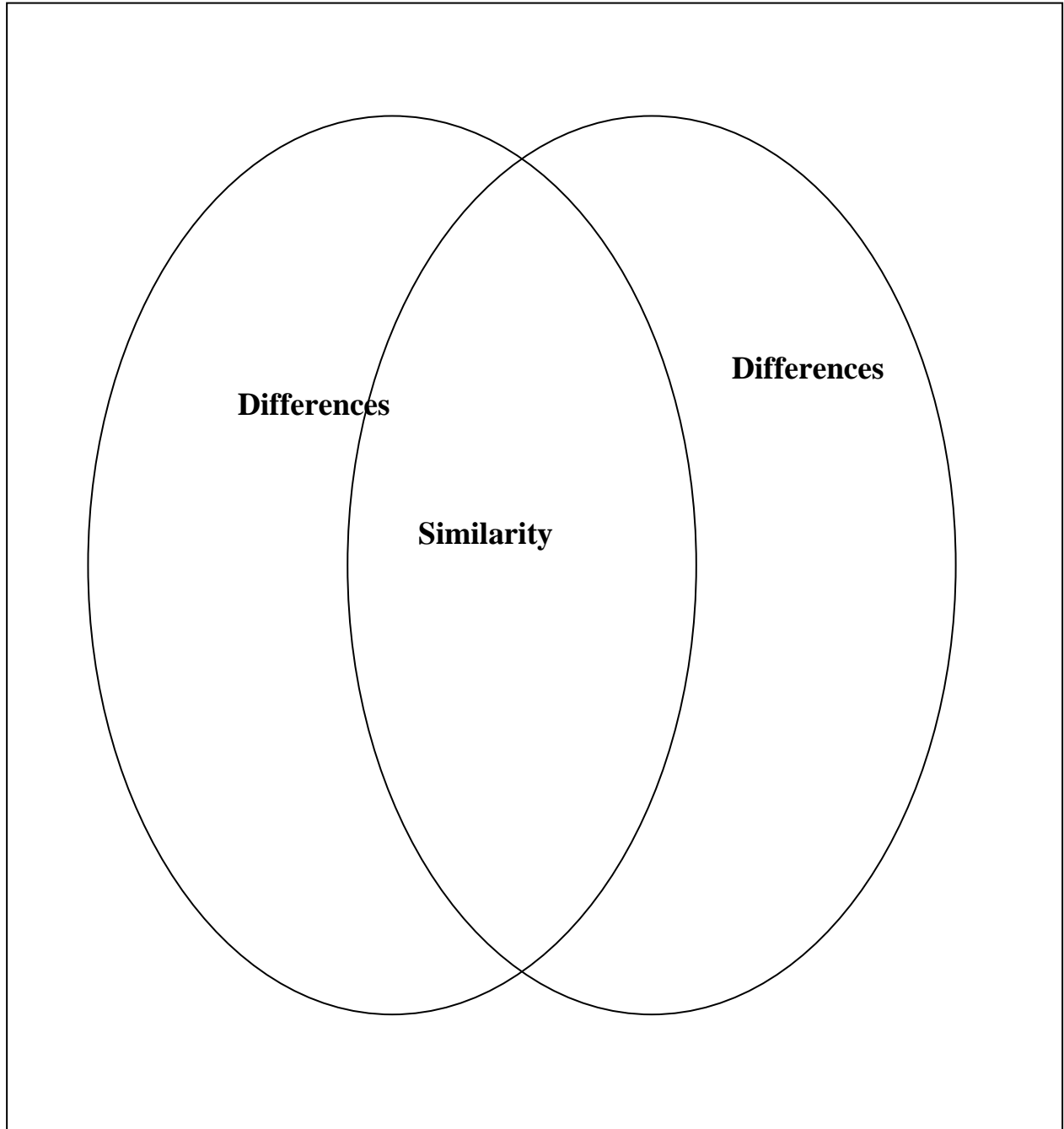
*Sequence or Chronological—For Priority Intervention or Care*

13	12
11	10
9	8
7	6
5	4
3	2
1	

## *Diagnosis, Signs, and Symptoms*

---

### Compare and Contrast



## Appendix B: Dean's Email Communication with Faculty and Staff

**From:** [REDACTED]  
**Sent:** Monday, February 04, 2013 3:30 PM  
**To:** [REDACTED]

**Subject:** Nursing-college-county-us race.xlsx

I was worried about the shift in demographics; however, the program is still more diverse than the county, which is interesting.

**Response to the above email by a faculty member**

**From:** [REDACTED]  
**Sent:** Tuesday, February 05, 2013 11:18 AM  
**To:** [REDACTED]  
**Subject:** RE: Nursing-college-county-us race.xlsx

Thanks [REDACTED]

This is very interesting. I love the chart!

I, too, am worried about the apparent shift in demographics. My developing questions of course surround what accounts for the change. I know that your data are not based on the Spring 2013 class either, but as I have eyeballed them in the lab and in the hallways, it has raised a question in my mind about the change. But even so, when I look back at the 2010 self-study that was conducted, the numbers certainly seem to show a significant change that is neither commensurate with the change in demographics for the college, campus nor the county. I am not even sure that the program demographics should reflect the college or county demographics necessarily, because I can think of many reasons why they wouldn't, but as you say it is interesting.

What does grab my attention is this: we have gone from roughly 45% enrollment in the program for those who are identified as African-American to 20%. Down more than half. We have gone from roughly 29% in the program for those who are identified as White to 43%, and so on. There are changes with the identified Hispanic/Latino population and identified Asian population as well but perhaps not as glaring a change as these two groups. What, as a program, do we think accounts for this? Is this, ultimately, the impact of the TEAS numbers?

Another curiosity I have relates to the race categories. Did the student self-identify or was the information taken from an institutional identification? I am curious about this because I wonder whether students from Africa or the diaspora, identify with the category of African-American or in some other category. I know this opens up a whole new point of the difference between race and ethnicity, but the graphic made me think on this point as well.

Anyway, thank you for sharing. I was listening to a fascinating discussion on npr about graphs and the power of a good graph last week. I have a new found appreciation for the visual representation of data.

**Response from the Dean to the above email from a faculty**

**From:** [REDACTED]

**Sent:** Tuesday, February 05, 2013 11:36 AM

**To:** [REDACTED]

**Subject:** RE: Nursing-college-county-us race.xlsx

Students self-select and the cause of the shift is the TEAS.

### Appendix C: Interview Questions for ESL Students

1. Tell me about your experience as an ESL student in a predominantly native English speaking nursing program.
2. What are some of the challenges, if any, that you face in this nursing program as an ESL student?
3. Describe the types of peer mentoring and tutoring programs provided to you in this nursing program and by the faculty.
4. What is your perception of the academic support and resources, if any, that are provided by faculty to improve your academic success?
5. How are you supported in learning the course content and taking exams?
6. Describe how well you think the faculty understand your learning methods and learning style.
7. Describe a learning environment that you feel would most improve your academic success.
8. Tell me about some resources and support provided by the faculty that help you in learning better in English for your courses.
9. How knowledgeable would you say the faculty is about culture, beliefs, and cultural values of the students? This knowledge is outside the faculty's own culture. What are some examples?
10. As an ESL student what has helped you to get to this last year level in this nursing program? Tell me about any motivations, people, methods, or anything thing else that have helped you. What type of orientation did you have to help your transition into the nursing program?
11. What would be your suggestions to your nursing program to assist ESL students to have more academic success in the nursing program?

#### Appendix D: Interview Questions for Faculty

1. Describe your experience as a faculty educating English as second language (ESL) students in a predominantly English speaking learning environment.
2. When was the last time you did a literature search on strategies that contribute to retention and academic success of ESL students?
3. What type of orientation is provided for ESL students that will assist the ESL students with transition from essay examination to the all multiple choice examination format we use in our program?
4. Tell me what you know about your ESL students' cultures, values, and beliefs.
5. What special training have you or other faculty in your college received that prepared you to meet needs of ESL students in your classrooms?
6. As an educator of ESL students, what do you know about the ESL students' perception of the support provided for them by the faculty? To what degree do the ESL student perceive faculty support as effective?
7. What strategies would you say can be implemented to improve the retention of ESL student and academic success?
8. Reflect on a time you found yourself in a cultural environment that was different from your culture. How did you feel? Why? What helped in dealing with the situation?



## Appendix E: Consent Form for Faculty Members

You are invited to take part in a research study of English as Second Language (ESL) students' success in this nursing program. In this study, the researcher wants to collect information on current practices, perceived barriers of ESL students, and strategies faculty use to enhance the learning of ESL students. By identifying barriers to academic success of these students, nurse educators can develop a more efficient method that will help ESL students to be more successful in this nursing program. The researcher is inviting faculty who fit the criteria below to be in the study.

- Eighteen years or older.
- Have served in the role of full-time faculty for at least two years.
- Have served in the role of student advisor for at least two years and currently serve as an advisor.
- ESL or native English speaker faculty members.

This form is part of a process called “informed consent” to allow you to understand this study before deciding whether to take part. This study is being conducted by a researcher named Patience Mbulu who is a doctoral student at Walden University. You may already know the researcher as an associate professor in the first year of this nursing program. Although I am a faculty here at the college, this study does not have connection to my job description, this study is being done for my Walden doctoral study, and it is separate from my role as a faculty member at the school

### **Background Information:**

The purpose of this study is to identifying barriers to academic success of ESL students, so that these barriers may be addressed.

### **Procedures:**

If you agree to be in this study, you will be asked to:

- Reply by email with these words in the subject line of your email : "I consent", to be in this study.
- Answer questions during an interview about your experience as a faculty member who educates ESL students.

While you are in the study, you will be expected to:

- I. Communicate with the researcher and share your views.
- II. Tell the researcher if you want to stop being in the study at any time, as participation is voluntary. Refusal to participate or subsequent discontinuation of participation will not involve any penalty.

Here are some sample questions:

## **Interview Questions for Faculty**

1. Describe your experience as a faculty member educating English as second language (ESL) students in a predominantly English speaking learning environment.
2. When was the last time you did a literature search on strategies that contribute to retention and academic success of ESL students?
3. What type of orientation is provided for ESL students that will assist the ESL students with transition from essay examination to the all multiple choice examination format we use in this program?
4. Tell me what you know about your ESL students' cultures, values, and beliefs.

### **Voluntary Nature of the Study:**

This study is voluntary. Everyone will respect your decision of whether or not you choose to be in the study. No one at this nursing program will treat you differently if you decide not to be in the study. If you decide to join the study now, you can still change your mind later. You may stop at any time.

### **Estimate of the time for Participation in this Study**

The estimated time commitment for this study will be as listed below:

- Interview will be approximately one hour ( 60 minutes).

### **Study's Potential Risks**

Being in this type of study could involve some risk of the minor discomforts that can be encountered in daily life, such as fatigue and stress. There is a chance of becoming upset as result of discussing a topic that you may consider sensitive, offensive, threatening, or degrading. Privacy risks might include unintended exposure of confidential information.

If I observe that you may be feeling pressured or distressed, or upset, then the interview will be stopped immediately.

### **Study's Potential Benefits**

Data from this study may be used in enhancing faculty members' understanding of the relationship between culture and learning. The result could inform faculty members of changes needed in current teaching practices of ESL students.

### **Payment:**

You will not be paid for being in the study.

### **Privacy:**

Any information you provide will be kept very securely. The likelihood of breach of confidentiality is very minimal. To ensure confidentiality, participants will be assigned numbers during the interview, this will prevent participants' actual name from being used. Minimum identifiable information will be requested. Original records such as contact information emails, informed consent forms, audiotapes, and other identifiers will be physically secured during storage and transport. Physical and electronic access to participants' identifiers will be limited to

the researcher only. When sending emails to multiple participants, blind copy will always be used to guard against the privacy of participants being accidentally revealed. After analysis, the findings will be reported using numbers in such a way that the participants cannot be linked or identified by their responses. The researcher will not use your personal information for any purposes outside of this research project. Data will be kept for a period of at least 5 years, as required by the university.

### **Contacts and Questions:**

You may ask any questions you have now. Or if you have questions later, you may contact the researcher via [patience.mbulu@waldenu.edu](mailto:patience.mbulu@waldenu.edu) or 240-338-0974. If you want to talk privately about your rights as a participant, you can call Dr. Leilani Endicott. She is the Walden University representative who can discuss this with you. Her phone number is 612-312-1210. Walden University's approval number for this study is **IRB will enter approval number here** and it expires on **IRB will enter expiration date.**

### **Statement of Consent:**

I have read the above information and I feel I understand the study well enough to make a decision about my involvement. By replying to this email with the words in the email subject line of your email reply, "I consent", I understand that I am agreeing to the terms described above.

### **Do you want to be in this Study?**

When I reply to this email with these words in the subject line of my reply email: "I consent", to be in this study, it means

- I have read this form, and I have been able to ask questions about this study.  
The researcher has talked with me about this study.
- The researcher has answered all my questions.
- I voluntarily agree to be in this study
- I voluntarily agree to let the researcher audio record me for this study.
- I agree to allow the use of my recordings as described in this form.

If you volunteer to participate this study, you should print a copy of the consent form and keep it for your record.

When you reply to this email, please list several options of dates and times that will be feasible for the interview.

## Appendix F: Consent Form for ESL Students

You are invited to take part in a research study of English as Second Language (ESL) students' success in this nursing program. In this study, the researcher wants to collect information on current practices, perceived barriers of ESL students, and strategies faculty use to enhance the learning of ESL students. By identifying barriers to academic success of these students, nurse educators can develop a more efficient method that will help ESL students to be more successful in this nursing program. The researcher is inviting ESL students who fit the requirements listed below to be in the study:

- Eighteen years or older.
- Currently enrolled in the second year of the nursing program.
- English as a Second Language students as defined below:
- Native born ESL students
- ESL students on I-95 visas
- At risk ESL students

This form is part of a process called “informed consent” to allow you to understand this study before deciding whether to take part. This study is being conducted by a researcher named Patience Mbulu who is a doctoral student at Walden University. Although I am a faculty here at the college, this study has no connection to my job description, the study is being done for my Walden doctoral study, and it is separate from my role as a faculty member at the school.

### **Background Information:**

The purpose of this study is to identifying barriers to academic success of ESL students, so that these barriers may be addressed.

### **Procedures:**

If you agree to be in this study, you will be asked to:

- Reply by email with these words in the subject line of your email : "I consent to be in this study."
- Answer questions during an interview about your experience as an ESL student.

While you are in the study, you will be expected to:

- III. Communicate with the researcher and share your views.
- IV. Tell the researcher if you want to stop being in the study at any time, as participation is voluntary. Refusal to participate or subsequent discontinuation of participation will not involve any penalty.

Here are some sample questions:

### **Interview Questions for ESL Students**

- Tell me about your experience as an ESL student in a predominantly native English speaking nursing program.

- What are some of the challenges, if any, that you face in this nursing program as an ESL student?
- Describe the types of peer mentoring and tutoring programs provided to you in this nursing program and by the faculty.
- What is your perception of the academic support and resources, if any, that are provided by faculty to improve your academic success?

### **Voluntary Nature of the Study:**

This study is voluntary. Everyone will respect your decision of whether or not you choose to be in the study. No one at this nursing program will treat you differently if you decide not to be in the study. If you decide to join the study now, you can still change your mind later. You may stop at any time.

### **Estimate of the time for Participation in this Study**

The estimated time commitment for this study will be as listed below:

- Interview will be approximately one hour ( 60 minutes).

### **Study's Potential Risks**

Being in this type of study could involve some risk of the minor discomforts that can be encountered in daily life, such as fatigue and stress. There is a chance of becoming upset as result of discussing a topic that you may consider sensitive, offensive, threatening, or degrading. Privacy risks might include unintended exposure of confidential information.

If I observe that you may be feeling pressured or distressed, or upset, then the interview will be stopped immediately.

### **Study's Potential Benefits**

Result from this study may be used in enhancing faculty members' understanding of the relationship between culture and learning. The results may also enlighten the ESL students of changes needed to current learning and studying strategies.

### **Payment:**

You will not be paid for being in the study.

### **Privacy:**

Any information you provide will be kept very securely. The likelihood of breach of confidentiality is very minimal. To ensure confidentiality, participants will be assigned numbers during the interview, this will prevent participants' actual name from being used. Minimum identifiable information will be requested. Original records such as contact information emails, informed consent forms, audiotapes, and other identifiers will be physically secured during storage and transport. Physical and electronic access to participants' identifiers will be limited to the researcher only. When sending emails to multiple participants, blind copy will always be used to guard against the privacy of participants being accidentally revealed. After analysis, the findings will be reported using numbers in such a way that the participants cannot be linked or identified by their responses. The researcher will not use your personal information for any

purposes outside of this research project. Data will be kept for a period of at least 5 years, as required by the university.

### **Contacts and Questions:**

You may ask any questions you have now. Or if you have questions later, you may contact the researcher via [patience.mbulu@waldenu.edu](mailto:patience.mbulu@waldenu.edu) or 240-338-0974. If you want to talk privately about your rights as a participant, you can call Dr. Leilani Endicott. She is the Walden University representative who can discuss this with you. Her phone number is 612-312-1210. Walden University's approval number for this study is **IRB (I will enter approval number here)**, and it expires on (**IRB will enter expiration date**).

### **Statement of Consent:**

I have read the above information and I feel I understand the study well enough to make a decision about my involvement. By replying to this email with the words in the email subject line of your reply, "I consent", I understand that I am agreeing to the terms described above.

### **Do you want to be in this Study?**

When I reply to this email with these words in the subject line of my reply email: "I consent", to be in this study, it means

- I have read this form, and I have been able to ask questions about this study.  
The researcher has talked with me about this study.
- The researcher has answered all my questions.
- I voluntarily agree to be in this study
- I voluntarily agree to let the researcher audio record me for this study.
- I agree to allow the use of my recordings as described in this form.

If you volunteer to participate this study, you should print a copy of the consent form and keep it for your record.

When you reply to this email, please list several options of dates and times that will be feasible for the interview.

## Appendix G: Letter to Potential Participants

Patience Mbulu  
3723 Capulet Terrace  
Silver Spring, MD 20906

Dear Participant,

Date: 02-20-13

I am a doctoral student at the Walden University. I am very interested in how the retention and academic success of English as second language (ESL) students in the nursing program can be improved. Not only do I want to find ways to improve the graduation rate of ESL students, but I also want to play a role in increasing the number of minority nurses to care for the minority patient population in our community. For this reason, I am reaching out and inviting you to participate in a study called Retention in Nursing Program: Factors Contributing to the Success of ESL Students.

The goal of the study is investigate what issues contribute to the academic struggles faced by the ESL students and what would help this program to improve academic success of ESL students. I hope to use the information from this study to find ways that this nursing program can improve the way we structure the learning and teaching of ESL students.

You are very important to this study, and I would like to find out what has helped you to be a successful student or as a faculty member. I am inviting eight students from the second year and four faculty members to participate in this study. I selected your name from the nursing office's student and faculty databases.

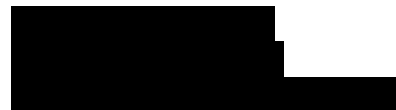
If you decide to participate in this study, I will meet with you in a location of your choice at a time that would be feasible for you. We would meet once and the meeting would last approximately one hour and thirty minutes. The meeting will include you answering questions about your experiences as a student or faculty in this nursing program.

I have enclosed a detailed information leaflet regarding this study in addition to this letter. I am aware that at times some people feel anxious about participating in research studies. I have good experience working with students and faculty. I would structure the interview to meet your needs. For example, we could have two shorter interviews rather than one long interview. I will call you in the near future to discuss this study further.

Thank you.  
Yours sincerely,  
Patience Mbulu

## Appendix H: Consent Letter to the Dean and Administrator for Permission to Conduct Research

December 07, 2013  
Dean of Nursing



RE: Permission to Conduct Research Study

Dear Mrs. [REDACTED]

I am writing to request your permission to conduct a research study at your nursing program. I am currently enrolled in a Doctor of Education program at Walden University and am in the process of having my project proposal approved to conduct research concerning the retention of ESL students in nursing programs.

My hope is that you will allow me to recruit eight students from the last year of the nursing program and four faculty members from the program to participate in responding to a ten question individual interview (the ten questions are enclosed). Students and faculty who are interested and volunteer to participate in the study will be provided with an informed consent form to be signed and returned to me prior to the beginning of the interview process.

If approval is granted, the interviews will be conducted in the participant's location of choice, outside of the classrooms, and at a time most feasible for the participant. We would meet once, and the meeting would last approximately one hour and thirty minutes. The information collected will be analyzed for the project, and all responses will be confidential and anonymous. There will be no cost incurred by either the nursing program or the participants.

I will follow follow-up this letter with a phone call in two weeks, but I would be happy to answer any questions or concerns that you may have at any time until then. You may contact me at my email: [patience.mbulu@waldenu.edu](mailto:patience.mbulu@waldenu.edu).

If you approve of my request, kindly sign below and return the signed form in the enclosed self-addressed envelope. Alternatively, send a signed letter of permission on your college's letterhead acknowledging your permission. Thank you for your consideration.

Sincerely,

Patience Mbulu, Walden University

Cc: Dr. Tinney, Committee Chairperson, Walden University

Approved by:

---

Print your name and title here

---

Signature

---

Date



## Appendix I: Pre-workshop Self-Assessment of Cultural Sensitivity

Nzai's 2009 Cultural Competency Inventory Instrument will be utilized for members of faculty's pre-self-assessment of cultural awareness and sensitivity. The instrument is included from an article by Nzai and Feng (2014) *On Becoming Cultural-Insiders/Old-timers of the Mainstream English cultures: Lessons from South Taiwanese EFL pre-service teachers* (p. 325-330). Faculty participants complete this survey during a regular faculty meeting before the first day of the PDWS. This self-assessment on "cultural competency stages using Nzai's Cultural Competency Inventory Instrument" may take about 50 minutes to complete. This survey instrument is displayed here in Appendix I, but this instrument is not used as part of the workshop because it is not the original work of this doctoral student. It is referred to at the end of the workshop when the possible cultural stages of the faculty as a group will be shown to everyone, based on their responses to the survey before the workshop.

### Cultural Competences Inventory (Cci)

Instructions: please respond to the following statements. Be really honest when reacting to each item. I encourage you to answer all items. However, if you think that you are not a bilingual- bicultural or multilingual - multicultural person or you are not on your road toward the enhancement of your bilingualism-biculturalism competences, please do not answer items 41 to 48. The questionnaire' scale is described below:

Strongly agree = 4      Agree = 3      Disagree = 2      Strongly disagree = 1

1. I am unaware of how physical, ethnic, cultural and racial features influence my judgments of other people.

Strongly agree      Agree      Disagree      Strongly disagree

2. I do not pay attention to cultural and ethnic differences.

Strongly agree      Agree      Disagree      Strongly disagree

3. I feel uncomfortable when I am around people who are culturally and racially different from me. I do not feel safe visiting them at their home.

Strongly agree      Agree      Disagree      Strongly disagree

4. I am unaware of multiple realities of other ethnic and racial groups' experiences.

Strongly agree      Agree      Disagree      Strongly disagree

5. I feel uncomfortable when my brother(s), sister(s), son(s), daughter(s), other relative(s) and friends are socializing with people from different racial, cultural and ethnic groups.

Strongly agree      Agree      Disagree      Strongly disagree

6. So far, I am not familiar with cultural characteristics, history, visible and invisible values, belief systems and behaviors of other mainstream English cultures (For example, Americans, British, Australians).

Strongly agree      Agree      Disagree      Strongly disagree

7. I think that the world operates in certain ways and that I have no real impact on changing it through my awareness or participation in cultural diversity.

Strongly agree      Agree      Disagree      Strongly disagree

8. I am not free of prejudice and stereotype towards dominant groups of mainstream English cultures.

Strongly agree      Agree      Disagree      Strongly disagree

9. I am interested in other minority group from mainstream English speaking cultures' experiences of daily life, particularly those things not usually presented to outsiders through media.

Strongly agree      Agree      Disagree      Strongly disagree

10. I am also interested in the daily experiences of a variety of social groups within our society and not only my own culture.

Strongly agree      Agree      Disagree      Strongly disagree

11. Becoming a cultural insider of mainstream English Cultures is important for a future EFL teacher.

Strongly agree      Agree      Disagree      Strongly disagree

12. I am curious when interacting with people from a variety of ethnic groups of mainstream English cultures.

Strongly agree      Agree      Disagree      Strongly disagree

13. I am excited to learn about other people from culturally different background from mainstream English cultures.

Strongly agree      Agree      Disagree      Strongly disagree

14. When interacting with others from mainstream English speaking cultures, I don't operate in terms of native-English-speakers and non-native English speakers.

Strongly agree      Agree      Disagree      Strongly disagree

15. I do not experience mixed feelings, emotional confusion and/or inferiority complex when interacting with dominant groups from mainstream English cultures.

Strongly agree      Agree      Disagree      Strongly disagree

16. I believe that becoming truly bilingual-bicultural will increase innovation, productivity and is enriching my life.

Strongly agree      Agree      Disagree      Strongly disagree

17. I love and enjoy meeting people from different cultural backgrounds.

Strongly agree      Agree      Disagree      Strongly disagree

18. I know how to contact people from different cultural backgrounds and to engage in conversation and maintain a conversation with them.

Strongly agree      Agree      Disagree      Strongly disagree

19. I understand how hegemonic privilege, ethnocentrism and gender oppression impacts not only human and interethnic relationships, but also diverse students' academic achievement.

Strongly agree      Agree      Disagree      Strongly disagree

20. I know how to effectively respond to individuals who make prejudice/racial comments or display racist/discriminatory attitudes.

Strongly agree      Agree      Disagree      Strongly disagree

21. I know how to resolve misunderstandings that arise from people's lack of awareness to the viewpoint of another culture.

Strongly agree      Agree      Disagree      Strongly disagree

22. I am willing to examine the world and often do so by investigating it according to my living reality.

Strongly agree      Agree      Disagree      Strongly disagree

23. I am confident and inquisitive to pursue important thinking and discussions while discovering newer socio-cultural foundations of understanding of myself and other ethnic groups from mainstream English cultures.

Strongly agree      Agree      Disagree      Strongly disagree

24. I think, feel and believe that I can fit culturally and cognitively into another ethnic group from mainstream English cultures and be perceived as an insider and old-timer.

Strongly agree      Agree      Disagree      Strongly disagree

25. I know how to discover information, visible and invisible core values and new cultural aspects of other ethnic groups from mainstream English cultures.

Strongly agree      Agree      Disagree      Strongly disagree

26. I can work effectively on a cross -cultural team including people from mainstream cultures with any inferiority complex or ethnocentric attitudes.

Strongly agree      Agree      Disagree      Strongly disagree

27. I have realized that I can understand other cultures by seeing things from a different point of view; therefore I can learn to construct and see the world through different eyes, through other ethnic group lenses from mainstream English cultures.

Strongly agree      Agree      Disagree      Strongly disagree

28. I like/want/love to fit culturally and cognitively into multiple cultures (my native(s) and other culture(s) of the mainstream English cultures and be perceived as native, insider/oldtimer or like-member. I want to be actively involved in social exchanges as native of mainstream English cultures.

Strongly agree      Agree      Disagree      Strongly disagree

29. I can function in any mainstream English culture and professionally be competitive while reaffirming my heritage culture roots.

Strongly agree      Agree      Disagree      Strongly disagree

30. I am capable of carrying out everyday life activities smoothly and feeling comfortable while working and living in a mainstream English culture without support of my heritage culture network.

Strongly agree      Agree      Disagree      Strongly disagree

31. I have achieved the required cultural competences (\*\*\*) to understand some mainstream English cultures' communication and value-based systems.

Strongly agree      Agree      Disagree      Strongly disagree

32. I have achieved the required linguistic fluency and proficiency in English to be professionally competitive in a global word as EFL teacher.

Strongly agree      Agree      Disagree      Strongly disagree

33. I used to make appropriated cognitive, affective and behavioral adjustments to specific situations to creatively and effectively appreciate the notion of "beauty" from some mainstream English cultures' perspective.

Strongly agree      Agree      Disagree      Strongly disagree

34. I do not experience a negative self-image, low self-esteem and morale, social isolation, dissatisfaction with our society and a sense of being helpless when working and living within an ethnically dominant English speaking culture.

Strongly agree      Agree      Disagree      Strongly disagree

35. I am able to cope with a range of reactions if I have to live in a different culture (euphoria, homesickness, cultural shock physical and mental discomfort, etc.) in order to overcome my own cultural encapsulation to make people from other cultures feel comfortable and happy in my presence.

Strongly agree      Agree      Disagree      Strongly disagree

36. I am able to take on, to see the world and to respond to another individual from that person's cultural perspective.

Strongly agree      Agree      Disagree      Strongly disagree

37. I seek out and maintain a lasting friendship relationship with people from mainstream English cultures.

Strongly agree      Agree      Disagree      Strongly disagree

38. I would date a partner from a different race, culture or ethnic group.

Strongly agree      Agree      Disagree      Strongly disagree

39. If I have a chance to get marry (again) or to choose my significant other (boyfriend, girlfriend, wife or husband), I would choose him/her from my own ethnic/racial group.

Strongly agree      Agree      Disagree      Strongly disagree

40. I always seek out culturally competent models to learn from other ethnic groups in order to increase my cultural competences (\*\*\*)

Strongly agree      Agree      Disagree      Strongly disagree

41. I consider myself as a bicultural or multi-cultural person (at least), an insider and old-timer of two or more cultures.

Strongly agree      Agree      Disagree      Strongly disagree

42. I consider myself as a bi-lingual or multi-lingual (at least) person

Strongly agree      Agree      Disagree      Strongly disagree

43. As a bi-cultural person, I have developed a clear self-definition and definition of others from different cultural background that help me to connect to the humanity without being restricted by category of social grouping.

Strongly agree      Agree      Disagree      Strongly disagree

44. As a bi-cultural person, I consider myself as a cultural border-jumper and see others on the basis of individual uniqueness rather than social stereotypes.

Strongly agree      Agree      Disagree      Strongly disagree

45. As a bi-cultural person, I have developed a new consciousness of the universality of the human nature. I am committed to advocate core values of my primary and secondary reference groups.

Strongly agree      Agree      Disagree      Strongly disagree

46. As a bi-cultural person, I feel a greater passion and compassion toward others who are from different cultural background, and locate the points of consensus and complementariness beyond the points of apparent differences.

Strongly agree      Agree      Disagree      Strongly disagree

47. As a bilingual-bicultural person, I have discovered the new dimension of the beauty and I am appreciative to the notion of beauty from several ethnic/racial groups from mainstream English cultures.

Strongly agree      Agree      Disagree      Strongly disagree

48. As a bilingual -bicultural person, I am deeply rooted in both cultures without any kind of alienation. I am able to feel and pass as native of at least one mainstream English culture; therefore I have demonstrated having a common background and shared experiences (historical, socio-cultural, political, religious and aesthetic) with natives

Strongly agree      Agree      Disagree      Strongly disagree

Note:

(\*\*\*) Cultural competences: capacity to function effectively (culturally and cognitively) in applied settings among diverse populations.